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ABSTRACT

Documents on American Indian education have been compiled in this 2-part bibliography, which is a supplement to ED 030 780. Part I of the supplement contains abstracts of 176 documents cited in "Research in Education" from September of 1969 through September of 1970. Part II contains 81 citations (some annotated) which have appeared in "Current Index to Journals in Education" from January of 1969 through June of 1970. Citations are indexed by subject using terms from the "Thesaurus of ERIC Descriptors." The entries include a wide variety of resource materials (research and program reports, guides, books, articles, etc.) which examine the cultural and sccioeconomic problems and educational developments relative to American Indians. Price information and availabilities are provided for documents listed in Part I, and complete journal citations are provided for documents listed in Part II. (AN)

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ED044213

AMERICAN INDIAN EDUCATION

A SELECTED BIBLIOGRAPHY

Supplement No. 1

Compiled by

ALYCE J. NAFZIGER

ERIC/CRESS Research Associate

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University

Las Cruces, New Mexico 88001

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RC004786

FOREWORD

The Educational Resources Information Center (ERIC)--a Federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials--aids school administrators, teachers, researchers, information specialists, professional organizations, and students in locating and using educational resources. As one of twenty-one ERIC network centers, each of which focuses on a separate area (or areas) of education, ERIC Clearinghouse on Rural Education and Small Schools is responsible for collecting materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education for input into the national ERIC system.

One of the main functions of the ERIC system is to process documents other than current journal articles for announcement in Research in Education (RIE), a monthly publication containing abstracts of completed research and research-related reports in education as input by the various clearinghouses. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC (ED) accession number, author(s), title, source(s),

publishing date, ERIC Document Reproduction Service price or alternate availability, and the abstract.

In addition to its monthly abstract journal, ERIC compiles Current Index to Journals in Education (CIJE), a monthly index which provides citations from more than 500 major educational publications: journals, quarterlies, annuals, and yearbooks.

SOURCE OF MATERIAL

The present bibliography was compiled to provide access to some of the latest research findings and developments in the education of American Indian children and adults. It is a supplement to American Indian Education, A Selected Bibliography, a previous ERIC/CRESS publication (by Martinez and Heathman) which includes approximately 150 RIE citations with abstracts and a Subject Index for documents entered in the ERIC system on American Indian education. The basic bibliography lists citations which have appeared in RIE through the August 1969 issue.

A Subject Index is also included at the end of this supplement to assist the user in locating citations pertaining to a given subject area within the realm of American Indian education. The index terms, descriptors under which the citation was indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors.

Research in Education

Part I of the present supplement contains citations and abstracts which have appeared in RIE from September of 1969 through September of 1970. When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the Subject Index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. These reproductions must be ordered as described under Ordering Information in this Foreword.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education

Part II of this supplement, CIJE coverage, is a new feature of ERIC/CRESS bibliographies. It includes citations from CIJE beginning with the first issue in January of 1969 and continues through the June 1970 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner from RIE citations: (1) an EJ rather than an ED number precedes each entry;

(2) major and minor descriptors are included, with major descriptors being preceded by asterisks; (3) some descriptive terms (identifiers) not found in the ERIC Thesaurus are included in parentheses at the end of the descriptor listings; and (4) brief annotations take the place of RIE abstracts when it is felt that the article being processed cannot be described adequately by a combination of major and minor descriptors and identifiers and information in the title.

CIJE entries in this bibliography are referenced in the Subject Index by major descriptors and are differentiated from RIE entries by the prefix EJ. Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

ORDERING INFORMATION

Documents cited in Part I of this bibliography are either available from ERIC Document Reproduction Service (EDRS) or an alternate availability is given with the resume. EDRS prices for both microfiche (MF) and hard copy (HC) reproductions are provided with the citation. For all orders, add $0.50 for handling. In the United States, add sales tax when applicable. Foreign orders must be accompanied by a 15%

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Additional copies of this supplementary bibliography may be obtained for $2.00 per copy or $1.75 each for orders of five copies or more. Order by title from

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The basic bibliography, American Indian Education, A Selected Bibliography, has been entered in the ERIC system as ED 030 780 and is available from EDRS in microfiche ($0.50) and hard copy ($5.00).

It is anticipated that supplements of this nature will be published annually to update the basic bibliography.

Part I: Citations from Research in Education

AMERICAN INDIAN EDUCATION

ED 028 016 NOT AVAILABLE FROM EDRS

RURAL POVERTY AND REGIONAL PROGRESS IN AN URBAN SOCIETY. TASK FORCE ON ECONOMIC GROWTH AND OPPORTUNITY. FOURTH REPORT.
Chamber of Commerce of the United States, Washington, D. C., 1969, 275p.

Rural poverty is conceived in this report not as a geographically isolated phenomenon, but rather as a series of interrelated human, social, and economic problems with national scope. Separate sections of the report deal specifically with understanding rural and regional poverty, reclaiming human resources, abandoning outdated policies, and solving problems related to the American Indian. Behaviorally stated recommendations are included in each section of the report to suggest procedures to alleviate problems as they are identified. A series of study papers is also presented in the report, each paper having relevance to some aspect of rural poverty in different regions of the country. Topics of discussion in these study papers include: (1) rural poverty in the Southeast; (2) poverty in hired farm work force; (3) the regional aspects of poverty; and (4) poverty among American farmers. (EV)

ED 028 191 MF - $0.25, HC - $2.90

MINORITIES AND PREJUDICE IN AMERICA. TEACHER AND STUDENT MANUALS.
Kane, Frank and Gary G. Baker, Amherst College, Massachusetts, 1966, 56p.

This high school unit on prejudice encountered by minority groups begins with contradictory descriptions of the character of American democracy and raises the question, "Is American democracy intrinsically tolerant?" Then, students are invited to examine a number of specific episodes reflecting the treatment of various types of minority groups. A final brief selection from Gordon Allport's "The Nature of Prejudice" suggests the sociological factors that reinforce prejudice, after which students are asked if Allport's generalizations apply to American society. (Author)

ED 028 207 MF - $0.25, HC - $0.30

IRCD BULLETIN: VOLUME 2, NUMBER 4A (SUPPLEMENT).
Gordon, Edmund W. (Ed.), Yeshiva University, Ferkauf Graduate School of Humanities and Social Sciences, New York, New York, 1966, 4p.

This IRCD bulletin issue contains two brief papers. One, on contingency management, describes the application of this aspect of operant conditioning theory to the manipulation of behavior through reinforcement methods. Examples of the technique of managing high and low probability behaviors are offered as it is used with preschool children, disadvantaged youngsters, adolescents, American Indian preschool children, a nontalking retardate, and a 16-year-old inmate of a mental hospital. The second article discusses the use of the Peabody Picture Vocabulary Test with shy and nonverbal children in a nursery school - day care center. Three cases illustrate the need for preparing these children for test-taking through such methods of over-coming shyness as contigency management. (NH)

ED 028 427 MF - $0.25, HC - $2.95

WHAT CLASSROOM TEACHERS SHOULD KNOW ABOUT BILINGUAL EDUCATION.
Zintz, Miles V., New Mexico University, College of Education, Albuquerque, 1969, 57p.

Chapter I of this classroom teacher's guide to bilingual education discusses cross-cultural education and English language learning, with illustrations from Navaho, Alaskan Indian, Zuni, and Mexican-American cultures. It is stressed that teachers must be alert to the differences in languages, values, customs, and the cultural heritage of their students. They must understand their students' feelings, attitudes, and emotional responses. One way of life or one language for communication is not better, or "more right" than another. Chapter II discusses several basic linguistic principles and components of language. Some contrastive points of Spanish and English grammar and pronunciation are presented, in non-linguistic terminology. In Chapter III, some techniques for teaching oral substitution, expansion, and transformation practices are illustrated. Chapter IV presents some techniques for developing vocabulary and briefly describes several TESOL texts. Chapter V defines and discusses some principles underlying bilingual education and cites programs observed in South Africa, Wales, Canada, and Miami, Florida. Materials for Spanish-English bilingual programs, and selected bilingual readings for classroom teachers, are listed. Annotated bibliographies of studies on cultures, language, vocabulary, and TESOL texts are appended. (AMM)

ED 028 428 MF - $0.75, HC - $7.65

INTERPRETIVE STUDIES ON BILINGUAL EDUCATION. FINAL REPORT.
Ulibarri, Horacio, New Mexico University, College of Education, Albuquerque, 1969, 151p.

This project, carried out in 1968-1969, undertook as its main purposes (1) to review the research that has been conducted on bilingual education; (2) to obtain the recommendations on bilingual education from those persons who have been actively engaged in working with this problem; (3) to conduct on-site visitations to see at first hand programs of interest, programs with potential for achieving intergroup reactivity, and (4) to draw from the study implications for educational practice and administration, and research in the area of bilingual-bicultural education. The first main section of this report summarizes the purposes of the bilingual program, growth and development, language acquisition and learning, programs and methodology, projects, and tests and measurements. The second main section describes Goals, The Bilingual Education Program, The Teacher and Bilingual Education, Materials, Teacher Methodology, Evaluation, and School and Community Relations. The final section deals with the same topics in terms of implications for research. An annotated bibliography on bilingualism is followed by a selected bibliography and a listing of projects and on-going programs in bilingual education. (AMM)

ED 028 429 MF - $0.25, HC - $0.95

ADMINISTRATION OF BILINGUAL EDUCATION.
Ulibarri, Horacio and Richard Holemon, New Mexico University, College of Education, Albuquerque, 1969, 17p.

The administrator in a bilingual, bicultural community must act with caution, forebearance, and great understanding, paying intense heed to his community. The term "bilingualism" refers to facility in the use of two languages, ranging from a minimal knowledge of either language to a high level of proficiency in both. "Biculturalism" is a functioning awareness and participation in two contrasting sociocultures. biculturalism can be attained without being bilingual; bilingualism can be attained without dual acculturation. In developing a taxonomy for the bilingual program, the psycholinguistics and emotional commitments of the bilingual child should be considered. He may become more committed emotionally to a given concept if taught in one language rather than another. Some program objectives, which can be measured in terms of behaviors, are (1) the bilingual child will participate in more extra class activities; (2) he will learn more about his cultural values and see the differences between his native culture and the Anglo-American cultural value system; and (3) he will understand the process of acculturation. A discussion of teachers, materials, and testing, and a description of funding sources for bilingual, bicultural programs conclude this study. See related documents AL 001 828 and AL 001 829. (AMM)

ED 028 447 MF - $0.25, HC - $0.55

THE ROLE OF TESOL IN BILINGUAL EDUCATION FOR THE NAVAJO CHILD.
Pfeiffer, Anita, 1969, 9p.

In American-Indian and Spanish-American populations, many schools ignore the first language and culture of their students and teach English as a second language in a "hit and miss" manner. Bringing some order out of this chaos has been one of TESOL'S most significant contributions. The author feels, however, that there is no substance to teaching English to speakers of other languages in and of itself; it has value only as a means of helping the child communicate in a different medium. In 1967, a case study was made which focused on a Kwakiutl Indian considered particularly well-adapted and bicultural. The summary of the study showed that an individual could make one of five choices in dealing with another culture. He could (1) completely reject the new culture; (2) completely reject his own culture; (3) reject both cultures and start a new one--e.g., the Peyote religious sect; (4) remain suspended between the two cultural systems, escaping through excessive drinking, with a high degree of anxiety; or (5) participate in two or more cultural systems, moving back and forth between them. The author describes herself as a person having made the fifth choice. She discusses the bilingual, bicultural program for Navajo children at Rough Rock Demonstration School in Chinle, Arizona. (AMM)

ED 028 850 MF - $0.25, HC - $1.50

SUMMER PROGRAMS FOR MIGRANT CHILDREN. SPECIAL ISSUE, YOUR PUBLIC SCHOOLS, VOLUME 6, NUMBER 8.
Brown, Dorothee and Zita Lichtenberg (Eds.), Washington Office of the State Superintendent of Public Instruction, Olympia, 1968, 28p.

Federal funds are provided for operation of 21 summer migrant education programs in Washington State for 2,300 preschool and elementary-age, predominantly Mexican American and Indian children of migrant farm workers. Other agencies--public and private--contribute financial support to the summer educational activities. In most cases the programs have an adequate supply of teachers, bilingual teacher aides, and community volunteer help. Individual attention is emphasized in teaching reading, language development, physical and health education, and art and music. When necessary, remedial work is given to the children; some programmed instruction is used. Many of the programs include weekly field trips to broaden world experiences,

often through outdoor education. The home-school relationship is stressed as an important phase of the programs. Two curriculum materials centers are being developed to provide for improved supportive services to schools. (JAM)

ED 028 861 MF - $0.75, HC - $6.60

NATIONAL CONFERENCE ON INDIAN AND NORTHERN EDUCATION (SASKATOON, CANADA, 1967).
Lavallee, Mary Anne (Ed.), Saskatchewan University, Extension Division, Saskatoon; Society for Indian and Northern Education, Saskatoon (Saskatchewan), 1967, 130p.

The conference theme, "We Listen, They Speak," describes the proceedings of the conference at which native Indians, Eskimos, and Metis were speakers, and the whiteman listened. The speeches cover such areas as integration, cultural conflict, residential schools, cultural discrimination, social problems, educational needs, curriculum problems, minority group involvement in educational decisions, religious differences, and school dropout problems. Education, integration, assimilation, and problems of modern society are pointed out to be major concerns of the native people. A conference schedule and summaries are included. (SW)

ED 028 863 MF - $0.25, HC NOT AVAILABLE

INDIANS OF THE NORTHWEST.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 20p.

Brief descriptions of the historical and cultural background of the Bannock, Cayuse, Coeur D'Alene, Kutenia, Kalispel, Palouse, Umatilla, Walla Walla, Yakima, Spokane, Klamath, Sanpoil, Nespelem, Colville, Quinault, Quileute, Makahs, Klallam, Lummi, Cowlit, Puyallup, Nisqually, and Nez Perce Indian tribes of the northwestern United States are presented. Further information is given concerning the educational, housing, and economic development taking place on the reservations of the Northwest today. A list of points of interest and activities in the area is included. (DK)

ED 028 864 MF - $0.25, HC NOT AVAILABLE

INDIANS OF OKLAHOMA.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 19p.

Oklahoma's present-day Indian culture and civilization, it is noted, are very much pronounced, with more than 68 tribes still proudly embracing their identities. Oklahoma is shown to be the melting pot of Indian America on a map indicating the original homelands of some of the many tribes that settled in the state. The historical development and establishment of Indian settlements within the state are outlined. A listing of Indian tribes represented in Oklahoma, a discussion of Oklahoma Indians today and Federal programs for Indians, and a list of places of interest are also included. (SW)

ED 028 865 MF - $0.25, HC NOT AVAILABLE

INDIANS OF THE GREAT LAKES AREA.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 28p.

Geographic distribution of 11 American Indian tribes in the Great Lakes area is described, along with archaeological data relating to the history and customs of ancient Indian tribes residing in this region. European impact, especially French, upon early traditional Indian cultural patterns is discussed. Each of the Indian tribes living in the Great Lakes region today is treated individually with respect to methodology employed in hunting, home construction, and religious rites peculiar to that tribe. Programs instituted by modern Indian tribesmen to earn a livelihood in the twentieth century, along with governmental assistance programs currently underway, are also described. (DA)

ED 028 866 MF - $0.25, HC NOT AVAILABLE

INDIANS OF THE GULF COAST STATES.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 24p.

A history of Indian tribes living in the Gulf Coast area of the United States entails a chronicle of adjustment, compromise, and final submission to the white man. Due primarily to conquest and subsequent resettlement of large segments of the Indian population to the western part of the United States, descendants of Indians remaining in the southeastern United States are now comprised of: an isolated group of approximately 3,800 Choctaws in Mississippi; about 2,970 Chitimachas, Coushattas, Houmas, Choctaws, and Tunicas in Louisiana; a Creek community of 545 members in Alabama; more than 1,000 Seminoles who still reside, with the related Miccosukees, in South Florida; and 360 members of the Alabama and Coushatta tribes who now live on a state-supervised reservation in Polk County, Texas. (EV)

ED 028 867 MF - $0.25, HC NOT AVAILABLE

INDIANS OF THE LOWER PLATEAU.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 28p.

The history of the Lower Plateau Indians--those in the states of Nevada, Utah, and Colorado--is traced and briefly described from early tribes to the modern day Indian. The environmental transition undergone by these peoples and their cultural change, more pronounced when the United States acquired the West, are discussed. Emphasis is placed on Indian life today and the progress these Indians have made in their economy due to land use and development in the respective reservations with the help of Federal programs, legislation, and services. Various illustrations are included depicting different aspects of Indian life. (CM)

ED 028 868 MF - $0.25, HC NOT AVAILABLE

INDIANS OF THE DAKOTAS.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 24p.

A brief history of Indian tribes in the states of North and South Dakota is presented. Discussion centers around individual Indian tribes, such as Chippewas and Sioux, which are representative of early and modern Indian life in these states. A section devoted to Indians in these states today offers an indication of the present condition of the Indians in terms of natural resource development, Indian education programs, housing improvement programs, tribal government role, social service and law enforcement provisions, and health services. A description is included of places to go and things to see on Indian reservations in North and South Dakota. (SW)

ED 028 869 MF - $0.25, HC NOT AVAILABLE

INDIANS OF THE CENTRAL PLAINS.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 24p.

A brief history of Indian tribes in the states of Kansas, Nebraska, and Iowa is presented. Discussion centers around individual Indian tribes which are representative of early and modern Indian life in these states. Native tribes, nomadic tribes, and emigrant tribes are considered. A section devoted to Indians in these states today offers an indication of the present condition of the Indian nation in the Central Plains. This section also points out Indian education programs, Indian health programs, and other efforts of the Bureau of Indian Affairs. A description is

included of places to go and things to see on Indian reservations in Kansas, Nebraska, and Iowa. (SW)

ED 028 870 MF - $0.25, HC NOT AVAILABLE

INDIANS, ESKIMOS AND ALEUTS OF ALASKA.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 20p.

Brief descriptions of the historical and cultural background of the Eskimo, Aleut, Athapascan, Tlingit, and Haida Indian groups of Alaska are presented. Further information is given concerning the educational, health, employment, and economic opportunities available to the natives today. A list is included of activities and points of interest in various areas of Alaska. (DK)

ED 028 872 MF - $0.25, HC NOT AVAILABLE

INDIANS OF ARIZONA.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 28p.

Brief descriptions of the historical and cultural background of the Navajo, Apache, Hopi, Pima, Papago, Yuma, Maricopa, Mohave, Cocopah, Havasupai, Hualapai, Yavapai, and Paiute Indian tribes of Arizona are presented. Further information is given concerning the educational, housing, employment, and economic development taking place on the reservations in Arizona today. A list of places of interest is included. (DK)

ED 028 877 MF - $0.75, HC - $7.75

OEO PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS.
Educational Systems Corporation, Washington, D.C., 1969, 153p.

Programs sponsored by the U.S. Office of Economic Opportunity for unskilled, under-educated migrant and seasonal farm workers are summarized. It is emphasized that these programs have their major thrust in preparing breadwinners for upgraded jobs and in preparing entire farm worker families for adjustment to the way of life that new jobs will bring. Projects outlined emphasize basic literacy skills, pre-vocational training, family rehabilitation, day care, and housing programs. Unique approaches devised by individuals and agencies to meet the problems of rapid job displacement and poverty of the farm worker are briefly described. A summary provides information on funding level,

grantee description, areas served, and a brief statement of each project's activities. Listings are by states, cities, and current and past programs. (SW)

ED 028 887 MF - $0.75, HC - $6.90

EMPLOYMENT PROBLEMS OF MEXICAN AMERICANS AND INDIANS. RECOMMENDATIONS AND OBSERVATIONS MADE AT THE SOUTHWEST EMPLOYER CONFERENCE ON MEXICAN AMERICAN AND INDIAN EMPLOYMENT PROBLEMS (ALBUQUERQUE, NEW MEXICO, JULY 10-12, 1968).
Interagency Committee on Mexican American Affairs, Washington, D.C.; National Citizen's Committee for Community Relations, Washington, D.C.; Plans for Progress, Washington, D.C., 1968, 136p.

The conference brought together 250 industrialists and management officials, representatives of state, local, and Federal Government agencies, and leaders of the Mexican American and Indian communities. The purpose of the conference was to explore and outline attempts at a solution to discrimination and under-utilization of talent, as well as discuss how to put disadvantaged members of the 2 largest minorities in the southwestern states into productive employment. Excerpts from more than a dozen individual addresses and highlights of 15 panel discussion sessions were included in the conference report. Topics discussed during the conference included: (1) creating new plants in new places; (2) sources of funds for training programs; (3) developing union-industry cooperation on minority problems; (4) bringing vocational education into line with industry's needs; (5) industry's stake in improving local education; and (6) communicating with the barrio and the reservation: the myth and the reality. (EV)

ED 028 889 MF - $0.25, HC - $0.75

EDUCATIONAL POTENTIAL OF NORTHERN CANADIAN NATIVE PUPILS. MacArthur, R.S., 1968, 13p. This paper was presented at the Alaskan Science Conference, American Association for the Advancement of Science (19th, Whitehorse, Canada, August 1968).

Evidence presented in this paper indicates the existence of both general intellectual potential and differential abilities of Eskimo and Indian-Metis pupils in contrast to white classmates. A factor analytic technique is described which was used to treat data obtained from a sample of more than 1,800 students. One conclusion of the study is that a large proportion of Canadian native pupils of early school

age have the general intellectual potential necessary to participate fully in the larger Canadian community. It is also suggested that nonverbal stimuli be used more often as a medium of instruction when working with native Canadian pupils. Six psychosocial influences likely to affect development of cognitive abilities in different cultures are identified and discussed: (1) achievement motivation; (2) immediate versus delayed gratification orientation; (3) initiative and curiosity behavior; (4) conceptual stimuli experience; (5) language; and (6) health and nutrition factors. (EV)

ED 029 048 NOT AVAILABLE FROM EDRS

SOCIAL STUDIES, GRADE 4, AMERICAN PEOPLE AND LEADERS: HOW THE UNITED STATES BEGAN AND GREW. COURSE OF STUDY AND RELATED LEARNING ACTIVITIES. PRELIMINARY MATERIALS. CURRICULUM BULLETIN, 1968-69 SERIES, NO. 3.
New York City Board of Education, Bureau of Curriculum Development, Brooklyn, New York, 1968, 139p. This document is available from Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($4.00).

This fourth-grade curriculum guide, designed as part of a K-12 program to strengthen understanding of the American heritage, introduces the formal study of American history through biographies which reveal how various American peoples lived and how together they shaped a distinctively American way of life. The five "key ideas" of the study are arranged chronologically: (1) how the Americans were discovered and explored, (2) how different cultural and ethnic groups settled and developed colonies in North America, (3) how the United States of America was established, (4) how our nation was developed through the conquest of the West and the Civil War (to 1900), and (5) how we have been and are being led into the Great Society. Content outlines for the key ideas, songs, maps, sea charts, stories, numerous learning activities, and lists of related books, filmstrips, and transparencies are provided in the guide. (JB)

ED 029 164 MF - $0.50, HC - $3.80

PROCEEDINGS OF A NATIONAL WORKING CONFERENCE ON SOLVING EDUCATIONAL PROBLEMS IN SPARSELY POPULATED AREAS.
Edington, Everett D. (Comp.) and Jane Musselman (Comp.), 1969, 74p.

Abstracts are included of the major papers presented at a working conference focusing on successful educational

programs and dissemination of practices. Three papers describe the rural setting by examining the education of American Indian youth, educational systems in the rural South, and change in rural areas. A paper on change gives suggestions for implementing innovations in rural area schools. Three major topics comprise the problem-defining and problem-solving sections: (1) preparation of rural youth for the world of work; (2) political aspects of small communities; and (3) quality instruction in rural schools. Discussion by representatives of government agencies are included in each section. Recommendations are proposed for improving education in rural areas. The conference program, lists of speakers and participants, brief descriptions of innovative practices, and evaluation of the conference are contained. (JAM)

ED 029 298 MF - $0.25, HC-$1.85

ENGLISH FOR AMERICAN INDIANS: A NEWSLETTER OF THE OFFICE OF THE ASSISTANT COMMISSIONER FOR EDUCATION, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR. SPRING, 1969.
Ohannessian, Sirarpi (Ed.), Center for Applied Linguistics, Washington, D.C., 1969, 35p.

This newsletter is third in a series of publications by the Bureau of Indian Affairs, prepared and edited by the English for Speakers of Other Languages Program of the Center for Applied Linguistics. While the first two issues (AL 001 671 and AL 001 819) were concerned with the teaching of English to elementary and kindergarten children in BIA schools, this issue focuses on the problems of intermediate and advanced secondary school students, with special emphasis on the teaching of composition and written English. The first article, "Breaking Down Your Writing Goals," by Gerald Dykstra, discusses attainable "sub-goals." The first step, or sub-goal, on the way to developing written skill in English is the corollary of simple repetition in oral work--the copying of one entire title and paragraph without error. Following steps include substitutions, transformations, reductions, expansions, completions, additions, revisions, commentary, and creations. "The Teacher's Bookshelf," by Carol J. Kreidler, describes especially selected materials for the teacher's reference and for the classroom, as well as several new and forthcoming texts. Ruth E. Wineberg's "Information Exchange" reports on developments in BIA schools (in bilingual reading, contrastive analysis, controlled composition, creative writing, reading, and English), summer workshops, and CAL activities. (AMM)

ED 029 724 MF - $0.25, HC - $1.20

THE MIAMI LINGUISTIC READING PROGRAM, 1965-1968. REPORT.
Digneo, Ellen Hartnett (Ed.) and Tila Shaya (Ed.),
New Mexico Western States Small Schools Project,
Santa Fe, 1968, 22p.

Information related to the implementation of the Miami Linguistic Reading Program for Spanish-speaking and American Indian children in 6 New Mexico school systems is presented. School systems utilizing and reporting on the program are: (1) the West Las Vegas School System; (2) Anton Chico Elementary School in Santa Rosa; (3) Pojoaque Valley Schools; (4) River View Elementary School in Albuquerque; (5) Washington Elementary School in Las Cruces; and (6) Navajo Elementary School in the Gallup-McKinley School System. Topics discussed in relation to each program include program objectives (such as complete mastery of English as a second language), innovations developed, pupil and visitor reactions, and program evaluation. (EV)

ED 029 736 MF - $0.25, HC - $1.00

A STUDY OF PROBLEMS IN EDUCATION OF THE NATIVE PEOPLE OF ALASKA.
Lekanof, Flore, 1968, 18p.

There is a need to ascertain ways and means whereby improvements may be initiated in present and future educational programs for the native people of Alaska. The present situation indicates that because of the dropout rate from secondary schools and the low academic success of those in college, educators in Alaska have failed to cope with the problems of linguistics and culture of the Alaskan native. Regional high schools which meet the needs of the rural people of Alaska seem to be an answer to the geographic problem. Other steps toward solution include: (1) establishing Head Start classes; (2) having local people teach at the pre-school level; (3) continuing teacher-aide training program as well as teachers' assistants and teachers' associates; (4) changing the educational curriculum to meet the needs of the village children; and (5) involving native leaders in the conception of an over-all educational plan for rural Alaska. By improving the education system, the economic and industrial situations will also develop. A brief review of the history of education in Alaska, dating from the Russian Occupation to the present is contained. (CM)

ED 029 738 MF - $0.25, HC - $2.90

SCHOLARSHIPS FOR AMERICAN INDIAN YOUTH, 1969. Bureau of Indian Affairs (Department of Interior), Albuquerque, New Mexico, 1969, 56p.

Information on scholarship aids which have been established specifically for Indian students is provided in this pamphlet. Federal aids described are grants, working scholarships, loans, veterans' benefits, aids for degree studies in specific subject matter fields, and aids for non-degree studies and technical and vocational training. Various state aids are also included, in addition to tribal aids, grants, and loans. Scholarships offered by colleges, universities, and nursing schools are listed, as well as those offered by churches, foundations, and other organizations. A directory of Bureau of Indian Affairs offices, a bibliography, and an index conclude the document. (SW)

ED 029 739 MF - $0.25, HC - $2.25

SATURDAY SCHOOL. PRELIMINARY PROGRESS REPORT. McCormick, Florence and Valinda Parrish, South Central Regional Education Laboratory Corporation, Little Rock, Arkansas, 1969, 43p.

The Saturday School Model for Home School Coordination was based on a 5-year development program for rural disadvantaged Delta Negroes, Ozarkan Caucasians, and non-reservation Indians. Broad objectives of the program were: (1) to develop a parent education curriculum to supplement the learning experiences of the children and (2) to develop a preschool curriculum of school-initiated activities which could be completed or repeated at home. The behavioral objectives for children were formulated descriptively in terms of expected outcomes in the areas of language, literature, numbers, self-concept, perception, and social skills. Thirty-six educationally disadvantaged, Caucasian preschool children, 35 mothers, one father, and one parent substitute enrolled in the Prairie Grove, Arkansas, program which consisted of attending school 2 hours on Saturday mornings. Preliminary test data indicated the program may have produced favorable changes in the participating children. Mean IQ scores were significantly in favor of the experimental group as compared to the control group. The Saturday School Model appeared to be acceptable to low-income families, as evidenced by their participation, and adaptable to other groups, as evidenced by the subsequent use of the model for 3- and 4-year-old Negro children and their parents. (CM)

ED 029 741 MF - $1.25, HC - $13.90

INDIAN EDUCATION IN EASTERN OKLAHOMA. A REPORT OF FIELDWORK AMONG THE CHEROKEE. FINAL REPORT.
Wax, Murray L. and others, Kansas University, Lawrence, 1969, 276p.

A field study of Cherokee Indians in eastern Oklahoma revealed the following information: (1) educators were ignorant of and indifferent to the language, values, and cultural traditions of the Tribal (rural) Cherokee; (2) the Tribal Cherokees were an impoverished people; (3) both adults and children were educationally disadvantaged; and (4) Tribal Cherokee parents desired that their children obtain an education but were critical of the schools for abusing their children. Recommendations included: (1) both English and Cherokee be officially recognized; (2) curricula be developed to teach English as a second language; (3) teachers of Cherokee children learn the language and culture of the Cherokee; and (4) special funds be allocated to study the problems of Cherokee children. An extensive history of the Cherokee nation is included. (RH)

ED 029 744 MF - $0.25, HC - $2.60

VOCATIONAL PREPARATION AND RACE IN MICHIGAN HIGHER EDUCATION.
Michigan State Civil Rights Commission, Lansing, 1967, 50p.

The data used in this study were obtained from students registering in Michigan institutions in the fall of 1966. Approximately 65% of college students attending the 68 institutions completed survey cards. Objectives of the study were to determine the racial composition of Michigan college students, to identify major fields of study and vocational choice, to observe student residential patterns, and to determine the extent of student participation in Federal programs. Data for Negro, American Indian, and Oriental students are analyzed separately. Graphs and tables show enrollments by type of institution, minority group, and vocational intention. (JH)

ED 029 746 MF - $0.25, HC-$1.85

EQUALITY OF EDUCATIONAL OPPORTUNITY FOR SPANISH-AMERICAN AND INDIAN STUDENTS IN TWO MULTI-CULTURAL COMMUNITIES: AN EXPLORATORY ASSESSMENT.
Anderson, James G. and Dwight Safar, 1969, 35p. This paper was prepared for the United States Senate Committee on Labor and Public Welfare, Special Subcommittee on Indian Education.

Educational opportunities and curricular programs offered by 2 school systems serving multicultural communities in New Mexico were examined. Differential pupil performance between Indian, Spanish American and Anglo students was studied by comparing ability test scores, achievement test scores, attendance records, drop out rates and post high school plans. These comparisons were made at the elementary, junior high, and senior high school levels. Findings indicated that the programs offered by the 2 school systems appeared to be ill-suited for Spanish American and Indian students since even those minority children who began school with a comparable level of ability failed to gain as much from their schooling as their Anglo peers. Moreover, a comparison of attendance, drop out rates and post high school plans among the 3 ethnic groups revealed a cumulative loss of faith in the school and its program among students from the 2 minority groups. (EV)

ED 029 932 MF - $0.25, HC - $1.80

TEACHING CULTURALLY DISADVANTAGED PUPILS (GRADES K-12). UNIT IV: THE CULTURALLY DISADVANTAGED MEXICAN-AMERICAN, PUERTO RICAN, CAUCASIAN, AND AMERICAN INDIAN PUPIL. Johnson, Kenneth R., Science Research Associates, Incorporated, Chicago, Illinois, 1967, 34p.

The fourth in a series of teacher education units on the disadvantaged pupil discusses Mexican Americans, Puerto Ricans, Appalachians and southern White migrants, and American Indians. It is noted that the Negroes and Whites are members of a subculture of the dominant culture, whereas the Spanish background and Indian pupils are products of different cultures and are faced with the added problem of straddling both cultures. The two Spanish background ethnic minorities share a number of characteristics but teachers should also be aware of the differences. The Puerto Ricans, for example, are urban and not so strongly tied to their cultural roots as the Mexican Americans. The Indians, Puerto Ricans, and Mexican Americans are also educationally handicapped by their foreign language background. The Whites are more indifferent to schooling and present greater discipline problems. Assimilation and acculturation are probably hardest for the Indian students whose cultural background is the most different from that of traditional education. A summary, discussion questions, and a bibliography are included. For other units in this series, see UD 005 367, UD 005 366, UD 006 842, UD 007 191, UD 006 841, and UD 005 472. (NH)

ED 029 935 MF - $0.25, HC - $1.20

A SELECTED ERIC BIBLIOGRAPHY ON THE EDUCATION OF URBAN AMERICAN INDIAN AND MEXICAN AMERICAN CHILDREN. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 5.
Holland, Nora, Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, New York, New York, 1969, 22p.

The selected bibliography on American Indian and Mexican American children in urban schools contains abstracts of 36 documents. Two themes in the writings about these minority groups are noted. One trend stresses concern about assimilation and the acculturation process, while another theme stresses the need for bilingual schooling. (NH)

ED 030 063 NOT AVAILABLE FROM EDRS

A STUDY OF THE CHARACTERISTICS OF SUCCESSFUL AND UNSUCCESSFUL STUDENTS ENROLLED IN THE ADULT INDIAN TRAINING PROGRAM CONDUCTED BY THE ADULT EDUCATION CENTER OF THE UNIVERSITY OF MONTANA.
Allen, Ronald Lorraine, Montana University, Missoula, 1968, 138p. This Ed.D. thesis is available from University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 69-2265, Microfilm-$3.00; Xerography-$6.60).

This study sought to determine characteristics of successful and unsuccessful students in a program of adult Indian basic, prevocational, and family life education conducted at the University of Montana. Subjects were 127 Indians from seven Montana reservations. They were divided into three groups; those who successfully completed the program; unsuccessful students who withdrew voluntarily; and unsuccessful students who were terminated for disciplinary reasons. Other variables were home reservation, age, sex, marital status, amount of Indian blood, type of school attended, highest grade completed, and results on the California Achievement Test (CAT), Nelson Reading Test, and General Aptitude Test Battery (GATB). Older enrollees (over 27), and those from the Blackfeet and Crow reservations, were more successful, respectively, than younger enrollees and those from other reservations. Enrollees who had attended Indian schools were less successful than those from mission schools or public schools. Performance on the CAT, the GATB, and the Nelson Reading Test apparently was not related to success or lack thereof. (AUTHOR/LY)

ED 030 089 MF - $0.25, HC - $0.90

BILINGUAL EDUCATION IN BIA SCHOOLS.
Bauer, Evelyn, 1969, 16p. This paper was given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

The author examines the "most promising" approach to educating American Indian students--bilingual education, which uses some combination of the student's mother tongue and English to transmit academic content and to foster the child's development in both languages. Interest in bilingual education, or at least in the inclusion of mother tongue in BIA (Bureau of Indian Affairs) schools goes back to the late thirties. A simplified Navajo alphabet was developed; a pre-primer, primer, and first reader in English and Navajo were written and used in reservation schools. Other materials in Navajo--technical programs for adult education, a newspaper and dictionary--were followed by bilingual texts in Hopi and Sioux. English-Spanish texts were also prepared in response to requests from Pueblo and Papago leaders. (It was assumed in using these texts that reading and writing would be taught first in the child's mother tongue, and written English taught only after control of oral English had been achieved.) The "five-year program," begun in the mid-forties by the BIA; ongoing bilingual programs in Navajo and Hopi; as well as various proposed programs, including Alaskan, are discussed in this paper. (AMM)

ED 030 513 NOT AVAILABLE FROM EDRS

ASSESSING INTELLECTUAL ABILITY WITH A MINIMUM OF CULTURAL BIAS FOR TWO SAMPLES OF METIS AND INDIAN CHILDREN.
West, Lloyd Wilbert, Alberta University, Edmonton, 1962, 139p. This master's thesis was submitted to the University of Alberta, Graduate School (Edmonton, Alberta, Canada, July 1962) and is available from Western Microfilm Limited, Edmonton, Alberta, Canada ($3.50).

An investigation was designed to ascertain the effects of cultural background on selected intelligence tests and to identify instruments which validly measure intellectual ability with a minimum of cultural bias. A battery of tests, selected for factor analytic study, was administered and replicated at four grade levels to a sample of Metis and Indian children in Canada. The tests employed generally included conventional intelligence tests and subtests as well as several promising non-verbal or "culture-reduced" varieties. Some tests showed significantly less cultural

bias than others. The "culture-reduced" tests identified showed significantly less increase with grade level as a result of selection and school treatment than traditionally used tests as well as substantial correlations with academic achievement. It was found that the degree of cultural bias may vary in a test at different levels. A longitudinal study, intensive item analysis of tests, and a recombination of sub-tests or items were recommended. (SW)

ED 030 514 MF - $0.25, HC - $1.70

EDUCATION-RELATED PREFERENCES AND CHARACTERISTICS OF COLLEGE-ASPIRING URBAN INDIAN TEENAGERS: A PRELIMINARY REPORT.
Harkins, Arthur M. and Richard G. Woods, Minnesota University, Training Center for Community Programs, Minneapolis, 1969, 32p.

A specially designed questionnaire was given to teenage urban Indians at a dance held for them in Minneapolis to determine the number who were "college aspirants" (CA) or "non-college aspirants" (NCA) along with their preferences and characteristics. It was found that out of 135 usable responses, 95 were interested in attending a university (CA). In the CA group there were slightly more females, age ranged from 12 to 19 with median age at 14, and better than half were in the 7th, 8th or 9th grades. This group showed a strong interest in learning more about their tribal language (mostly Chippewa), history, and culture. Attitudes about school, influences of teachers, relatives, and friends, and vocational and college preferences for both the AC and NCA groups were compared. The conclusions included that: (1) a substantial number of students had positive orientation towards college and efforts should be made to recruit them; (2) courses at the universities should include Indian studies; and (3) because of the shortage of Indian teachers, more efforts should be made to communicate to Indian students the opportunities and potentialities of teaching as a career. Tables of statistics and questionnaire responses are appended. (RH)

ED 030 515 MF - $0.50, HC - $4.45

ATTITUDES OF MINNEAPOLIS AGENCY PERSONNEL TOWARD URBAN INDIANS.
Harkins, Arthur M. and Richard Woods, Minnesota University, Training Center for Community Programs, Minneapolis, 1968, 87p.

Problem areas of American Indians in the urban setting, especially employment, education, health, justice, housing,

public welfare, parks, libraries, churches, and the Indian center are summarized. The relationship of these problem areas to Chippewa history and culture in Minnesota is discussed. Indian applicants at the American Indian Employment Center and inner-city Indian residents in Minneapolis are described. Inner-city Indian residents are compared with the white population, and agency services and assistance needed by both groups are presented. A review of the attitudes of agency personnel towards Indians includes meanings and implications. Non-high school graduates and high school graduates applying for employment are compared by sex in the concluding appendix. (SW)

ED 030 518 MF - $0.25, HC - $2.65

DECLARATION OF INDIAN PURPOSE: THE VOICE OF THE AMERICAN INDIAN. PROCEEDINGS OF AMERICAN INDIAN CHICAGO CONFERENCE (UNIVERSITY OF CHICAGO, JUNE 13-20, 1961).
Chicago University, Illinois, 1961, 51p.

The American Indian Chicago Conference held at the University of Chicago, June 13-20, 1961, was designed to allow Indians of all tribes to voice their opinions and desires. The proceedings of the conference contain formal statements of purpose and creed, with proposed legislative and regulatory changes constructed to alleviate problems of the Indian population in economic development, health, welfare, housing, law enforcement and education. The appendices contain a number of formal statements regarding specific problems and information regarding the registrants and the makeup of the various committees. (DK)

ED 030 520 MF - $0.75, HC - $9.50

NATIVE AMERICANS OF CALIFORNIA AND NEVADA: A HANDBOOK.
Forbes, Jack D., Far West Laboratory for Educational Research and Development, Berkeley, California, 1968, 188p.

A history of the development of American Indians and American Indian cultures is presented with emphasis on the geographic areas of California and Nevada. The effects of Spanish, Mexican, and Anglo occupations on the native American are discussed. The document is designed to provide an introduction to the evolution of American Indians in relation to those historical-cultural experiences which probably contributed to the contemporary condition of native communities and individuals. An historical review of Indian education is presented with suggestions for improvement and greater relevance of curriculum, environment, and staffing. A guide to resource materials is included. (JH)

ED 030 525 MF - $0.25, HC - $1.35

PROJECT VISION: A FINAL REPORT.
Egermeier, John C., Oklahoma State University, Stillwater, 1968, 25p.

The objectives of Project Vision were to undertake a program to encourage reading-improvement and stimulate interest in higher education and vocational information for the students at Chilocco Indian Agricultural School and to provide practice teaching experience to Oklahoma State University student teachers. Several activities were undertaken to accomplish this goal including: (1) identifying a supervisor of project activities; (2) identifying student teachers interested in teaching disadvantaged students and encouraging them to make school visits; (3) identifying 15 to 20 eleventh graders with high academic potentials and introducing them to campus life; (4) establishing an 8-week accredited summer program at Chilocco aimed at involving student teachers with the Indian students; (5) encouraging a one-week home visit by student teachers to familiarize them with the Chilocco culture; and (6) providing a reading improvement and a vocational information center. Each activity was evaluated, all proving to be relatively successful and substantially meeting the stated objectives. Chilocco personnel indicated an interest in continuing the program. The appendices include further details on the reading program and reports of visits to Arizona, New Mexico, and the Northwest. (CM)

ED 030 526 MF - $0.25, HC - $1.10

A SELECTIVE BIBLIOGRAPHY OF AMERICAN INDIAN LITERATURE, HISTORY, AND CULTURE. THE GENERAL COLLEGE STUDIES, UNIVERSITY OF MINNESOTA, VOLUME V, NUMBER 3.
Sheldon, Dorothy L. and Victoria J. Sitter, Minnesota University, General College, Minneapolis, 1968, 20p.

Approximately 160 books, published between 1825 and 1967, dealing with American Indian literature, history, and culture are presented for teachers and students of American Indian culture in this annotated bibliography. The bibliography is divided into six content areas, including: (1) literature written by Indians or taken directly from their oral tradition; (2) autobiography and biography; (3) fiction with an Indian subject; (4) art (painting and crafts); (5) history; and (6) general, which includes general texts on anthropology and culture. (DK)

ED 030 528 NOT AVAILABLE FROM EDRS

THE NEZ PERCE INDIANS AND THE OPENING OF THE NORTHWEST.
Josephy, Alvin M.,Jr., 1965, 738p. This document is available from Yale University Press, 92a Yale Station, New Haven, Connecticut 96520 ($15.00).

The history of the conquest and dispossession of the Nez Perce Indians of the American Northwest by invaders from the time of the Lewis and Clark Expedition in 1805 to the present is related. Their general culture is described including religious practices, eating habits, methods of acquiring food, construction of homes, and music. Characteristics and beliefs of the Nez Perces are cited. An account is given of the work of missionaries to overcome problems in converting the Indians and resistance encountered in teaching them English. Discussion of the numerous wars with the white man, the many treaties which finally subjugated the Nez Perces to a reservation, and their present condition which is one of living barely above subsistence concludes this book. (RH)

ED 030 531 MF - $0.25, HC - $1.20

BOOKS ABOUT INDIANS AND REFERENCE MATERIAL.
Idaho State Department of Education, Boise, 1968, 22p.

Over 500 entries are listed in this bibliography of materials available about the American Indian. The purpose of the publication is to stimulate and encourage the purchase of more of these materials for libraries and classroom collections. Books, films, and filmstrips are listed along with the publisher or company producing the items. (RH)

ED 030 605 MF - $3.00, HC - $38.35

A PROGRAM FOR ELEMENTARY SCHOOL EDUCATION: THE INTERGROUP RELATIONS CURRICULUM; VOLUMES I AND II.
Gibson, John S., Tufts University, Lincoln Filene System for Citizenship and Public Affairs, Medford, Massachusetts, 1969, 763p.

These two volumes update, through September 1968, the intergroup relations curriculum begun in 1963 by the Lincoln Filene Center with the aim of helping elementary students (grades 1-6) not to prejudge people different from themselves. Volume 1 begins with a description of the project's background (see ED 010 029 and ED 016 552) and research support for the center's fundamental idea that the major thrust for improving democratic intergroup relations must be in elementary schools and that, while it is not being done, specific and tested approaches are available. Also in Volume 1 are descriptions and evaluations of the center's six 1968 inservice programs for 350 teachers and a substantial section on procedures for evaluating elementary students. The major portion of Volume 2 is comprised of 20 learning activities (such as "skin color" and "demonstrations")

and two instructional units on the American Indian and Declaration of Independence, which can be incorporated into fourth through sixth grade social studies. Volume 2 also contains a pedagogical guide for using the curriculum, a detailed explanation of the conceptual framework (the "governing process"), and five methodological tools (similarities; differences; interactions; ideals, myths, realities; "here and now") for teaching the curriculum. The report projects more emphasis on student evaluation and preservice education for 1969. A 265-item bibliography of instructional resources for teachers and students is included. (LP)

ED 030 744 MF - $0.25, HC - $2.65

DENTAL ASSISTANT TRAINING; STANDARD COURSE OUTLINE. Public Health Sevice (DHEW), Division of Indian Health, Washington, D. C., 1968, 51p.

Dental assistant programs at Intermountian School-Public Health Service (PHS) Indian Health Center, Brigham City, Utah; PHS Health Center-Haskell Institute, Lawrence, Kansas; and PHS Alaska Native Hospital, Mt. Edgecumbe, Alaska accept a total of 34 trainees from all areas of the Division of Indian Health annually. The 10-month curriculum operates on a daily schedule of 2 hours of didactic study and 5 hours of practical application. The curriculum outline presented represents the base-line of training conducted at the three centers. Major subject areas are: (1) orientation, (2) office procedures, (3) pre-clinical sciences, (4) dental materials, (5) clinical sciences, (6) clinical application, (7) laboratory and technical application, (8) on-the-job training in the private office, (9) dental health education, and (10) the Division of Indian Health Dental Program. Demonstrations, applications, readings, and visual aids are suggested for each area. (JK)

ED 030 864 MF - $0.25, HC - $0.45

CUMULATIVE LANGUAGE DEFICIT AMONG INDIAN CHILDREN. Mickelson, Norma I. and Charles G. Galloway, 1969, 7p. This paper was presented at The Seventh Canadian Conference on Educational Research, Victoria, British Columbia, Canada, January 1969.

The present language study, carried out by the University of Victoria and the Department of Indian Affairs during the summer of 1968, was based on the Deutsch "Cumulative Deficit Hypothesis." (This theory has as one of its bases the idea that the lack of appropriate language stimulation in early home and school life makes success in school activities progressively more difficult with age.) A four-week

pre-kindergarten, pre-school, and orientation enrichment program for Indian children living on four reserves in the southern region of Vancouver Island was taught by two faculty members from the University of Victoria, an American with experience in Head-Start Programs, and six teen-aged Indian girls as teaching aides. The children enrolled demonstrated characteristics "common to the disadvantaged child and simultaneously to Canadian Indian children currently living on reserves." Attention was focussed on language development within the framework of a "total verbal-immersion" approach. A model of pre-school education based on Ellis' 1967 model was used. The data presented in this study "suggest that language deficiencies tend to remain in the verbal repertoire of the child." The data "also support the hypothesis that this phenomena can be corrected." (AMM)

ED 030 876 MF - $0.25, HC - $0.80

LAS ESCUELAS BILINGUES: THE PERUVIAN EXPERIENCE (BILINGUAL SCHOOLS: THE PERUVIAN EXPERIENCE). Paulston, Christina Bratt, 1969, 14p. This paper was presented at The Third Annual TESOL Convention, Chicago, Illinois, March 1969.

The Summer Institute of Linguistics runs several bilingual schools in the Andean and Amazonian regions of Peru. These are the only public bilingual schools in the country serving the Indian population, a majority of whom do not speak Spanish as their first language. Although public education is now available to some 80 percent of all children, the school completion rates in rural, monolingual-Spanish schools are less than ten percent. In the Summer Institute of Linguistics Schools, the teacher is always bilingual and of the same tribe or region. Typically, the student first learns to read in his native language while studying Spanish orally. After learning to read Spanish as well, the student transfers to the second grade of a monolingual-Spanish school. Evaluation of the efficiency of bilingual schools depends on the criteria used (religious, political, social) and the evaluators (missionaries, government officials, teachers). Objective evaluation is also hampered by the lack of local or national statistics. Preliminary findings based on the achievement of children from bilingual schools transferring to monolingual schools indicate that they have a higher rate of achievement. The author concludes that foreign language learning and second language learning may be much more dissimilar psychological experiences than we have previously supposed them to be. Further interdisciplinary research and cooperation are essential. (JD)

ED 030 879 NOT AVAILABLE FROM EDRS

LANGUAGE: THE GREAT BARRIER.
McKenzie, Keith S., 1969, 6p. This document is available from Canadian Council of Teachers of English, Miss Jennie Wilson, Secretary-Treasurer, 441 Covert Street, Oromocto, New Brunswick, Canada ($2.00 single copy, $5.00 annual membership includes subscription).

The author comments on the lack of sufficient interest in the education of Indians and Eskimos in Canada. Although he feels that the process of the acculturation of the Indian into white society is "ongoing, irreversible, and destined to continue no matter what anyone desires," it is "neither the task nor the prerogative of the dominant society to force its value systems upon the minority groups." The minority groups should be able to function effectively within the context of the larger society without being forced to abandon their own cultural identity. According to the Department of Indian Affairs of Canada, almost 60 percent of the Indian children entering schools in Canada lack fluency in English. The remaining 40 percent are generally below the white school beginners. The Indian children have a higher medial age in every grade, a clustering of pupils in the lower grades, and a "marked thinning out" in the higher grades. Educators seem to agree that lack of competency in English is the main problem. From programs underway in the United States, two significant and relevant facts emerge: (1) it has been established that Indian children will benefit from pre-school language instruction; and (2) an aural-oral linguistic program presented in a sequential fashion from kindergarten to grade 6 can provide competence in English necessary for greater academic success. (AMM)

ED 031 091 MF - $0.25, HC - $0.65

ETHNIC STUDIES AND AUDIOVISUAL MEDIA: A LISTING AND DISCUSSION. AN OCCASIONAL PAPER FROM ERIC AT STANFORD.
Layer, Harold A., Stanford University, ERIC Clearinghouse on Educational Media and Technology, California, 1969, 12p.

Ethnic studies curricula may legitimately explore not only the historical, sociological, and cultural background of mixed ethnic groups, but may also examine alternative means of eliminating inequities and injustices--means by which the powerless can obtain power. This media list offers titles and sources of 16MM films, audiotapes, filmstrips, filmstrips and records, videotapes, records, and transparencies which deal with the history and present

reality of non-white minorities of this country. Most are geared for senior high school or college level audiences. Titles concerned with the arts, and with historical roots (e.g., Africa), and those of a strictly anthropological orientation have been excluded. Thirty-six titles deal with general ethnic studies, eight with Asian-American studies, 186 with Black studies, 15 with Mexican/Spanish-American studies, and 14 with native American studies. The name and address of the distributor of each title are given, along with a descriptive phrase concerning the content. (JY)

ED 031 318 MF - $0.75, HC - $7.35

A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN: A BILINGUAL-BICULTURAL APPROACH.
National Association for the Education of Young Children, Washington, D.C., 1968, 145p.

A bilingual and bicultural approach is presented for teaching Navajo Indian students by enhancing and utilizing the familiar while broadening and enriching the students' experiences related to the larger American culture. Information is given on the significance of early learning, physical and mental aspects of the five year old, articulation of early childhood experiences, and the role of the staff in early education. Curriculum experiences are outlined for language and concept development, social living, mathematics, music, natural and physical concepts, health and safety, foods, and aesthetic appreciation. The importance of the supportive services and parental and community involvement in the kindergarten program are also emphasized. The appendices and bibliography include enrichment materials, guidelines for space utilization and equipment requirements, and examples of forms and materials. (DK)

ED 031 327 NOT AVAILABLE FROM EDRS

THE NEW INDIANS.
Steiner, Stan, 1968, 363p. This document is available from Harper and Row, Publishers, Incorporated, 49 East 33rd Street, New York, New York 10016 ($7.95).

Nineteen short vignettes depicting recent incidents involving various forms of aggressiveness and nationalism on the part of Indians are employed by the author to suggest a modern American Indian Renaissance, led primarily by articulate, and at times militant, Indian youth who are dissatisfied with the manner in which the American Indian is still being treated in this country. An incident cited is the reaction of Indian youth to an American Indian Conference held at the University of Chicago in 1960 which was led primarily by elder tribal leaders. The manner in which intertribal

direct action was taken in response to State Supreme Court decisions that confined net fishing by Indians to their reservations and other reactions of Indians to events in their lives are cited. A primary focus of the Indian Renaissance is the education of Indian youth through the college level in order that they might effectively initiate Indian self-determination on their own terms. (EV)

ED 031 329 MF - $0.75, HC - $8.10

THE PREPARATION OF. . . .BIA TEACHER AND DORMITORY AIDES. VOLUME II, RELATED READINGS.
Avco Economic Systems Corporation, Washington, D.C., 1968, 160p.

An effort has been made in this second volume of a 3-volume publication to include items from the literature which can be useful in strengthening teacher aide pre- or in-service training programs. The material was prepared for Bureau of Indian Affairs personnel but can be of general value in enriching the professional foundation of aides and staff working with them. Readings include: discussions of the purposes and objectives of aides; job descriptions for aides; lists of activities related to teacher aides; descriptions of programs; analysis of the special problems of slow learners, underachievers, and mentally retarded children; and programmed instruction. Related documents are RC 003 524 and RC 003 553. (SW)

ED 031 330 MF - $1.00, HC - $12.20

THE PREPARATION OF . . . .BIA TEACHER AND DORMITORY AIDES. VOLUME I.
Avco Economic Systems Corporation, Washington, D. C., 1968, 242p.

The training provided for teacher and dormitory aides to work in Bureau of Indian Affairs (BIA) schools and the hope for an improved educational setting for Indian children are reflected in this publication. Four teacher aide workshops conducted during the 1967-68 academic year resulted in a 3-volume publication designed to aid BIA personnel. The purposes and objectives of teacher aides and their recruitment, selectionand preparation are presented. Additional topics in this first volume include course content (grades K-12); program administration; and discussion of exceptional children, individual differences, Indian cultures, the role of guidance, and functions of the aide in the dormitory. A bibliography, a selected reading list, and a workshop agenda are also given. Related documents are RC 003 523 and RC 003 553. (SW)

ED 031 331 MF - $0.75, HC - $6.55

"THERE'S AN INDIAN IN YOUR CLASSROOM." A GUIDE FOR TEACHERS.
Idaho State Department of Education, Boise, 1968, 129p.

Requests from teachers, interested individuals, organizations, and schools brought about the compilation of this general guide designed for teachers and non-educators concerned with Indian students. It is the result of numerous workshops conducted on the campus of Idaho State University. The document presents general information about geographic location of Indian reservations and groups, major problems of Indian education (language and cultural), and various instructional techniques designed to aid the students in their adjustment to the classroom and to cultural shock. A unit on the American Indian includes maps, Indian literature, a list of famous Indians (past and present), and a bibliography for further reading for students and teacher. (DK)

ED 031 332 MF - $0.25, HC - $1.60

NEW NORTHERN TOWNSMEN IN INUVIK.
Ervin, A.M., Canadian Department of Indian Affairs and Northern Development, Ottawa (Ontario), 1968, 30p.

A study was conducted in Inuvik, a planned settlement in the MacKenzie Delta region of the Northwest Territories in Canada, to study the factors which work against adaptation among the Indians, Eskimos, and Metis to the "urban milieu" of Inuvik. Field techniques included informal observation and intensive interviews with selected native and white informers. Factors examined were the educational, job-skill, and housing needs which affect the natives; their bush culture which includes sharing and consumption ethics and a derogatory attitude toward status seeking; and heavy drinking, a predominant problem among the natives. Some recommendations were: (1) an adult education program stressing the value systems of town life should be established; (2) the Trappers Association should be revived to provide equipment and encouragement to natives more suited to trapping than town life; and (3) a summer's work program should be instituted for teenage native males. A related document is RC 003 532. (RH)

ED 031 333 MF - $0.25, HC NOT AVAILABLE

INDIANS OF YUKON AND NORTHWEST TERRITORIES.
Canadian Department of Indian Affairs and Northern Development, Ottawa (Ontario), 1966, 11p.

A report is presented of the 7 American Indian tribes (Chipewyan, Yellowknife, Slave, Dogrib, Hare, Nahani, and Kutchin) of the Yukon and Northwest Territories. Described are each tribe's history, foodgathering methods, clothing, work distribution practices, social organization, and religion. A brief history of formal education among the tribes from 1894 to 1965 is given. Present conditions of the 2,352 Indians in the Yukon and 5,503 in the Northwest Territories are also briefly accounted. Not available in hard copy due to marginal legibility of original document. (RH)

ED 031 340 MF - $1.50, HC - $20.20

NATIONAL CONFERENCE ON MANPOWER PROGRAMS FOR INDIANS (KANSAS CITY, MISSOURI, FEBRUARY 15-16, 1967).
Bureau of Employment Security (Department of Labor), Washington, D.C., 1967, 402p.

The purposes of the National Conference on Manpower Programs for Indians were: (1) to inform tribal leaders of the total resources and programs available to American Indians; (2) to learn from tribal leaders more about their problems and needs as American citizens; and (3) to create among the participating agencies a keener awareness of the need for concerted and cooperative efforts in dealing with poverty among Indians. Panel discussions were held on Indian employment problems, maximum participation of Indians in developing their programs, and key problems in developing employability. The latter topic was further subdivided into training and vocational education, health and welfare, general education programs, equal employment opportunities, problems related to housing, transportation and communication, the importance of cooperation in providing services to Indians, planning and development of reservation programs, and social and cultural considerations. This document presents a condensed version of the transcribed proceedings. (CM)

ED 031 342 MF - $0.50, HC - $6.00

THE PREPARATION OF BIA TEACHER AND DORMITORY AIDES. VOLUME III, CONTRIBUTIONS OF WORKSHOP PARTICIPANTS.
AVCO Economic Systems Corporation, Washington, D.C., 1968, 118p.

This third volume of a 3-volume publication designed to aid Bureau of Indian Affairs (BIA) personnel in training teacher and dormtory aides lists the participants at 4 teacher aide workshops held for BIA supervisory personnel. The purposes and objectives of teacher aides, recruitment, selection, and preparation as seen by the workshop participants are presented. Participant contributions on such topics as

course content for the teacher aide, program administration, exceptional children, innovations in education, Indian cultures, and the role of guidance in education are synthesized. Related documents are RC 003 523 and RC 003 524. (SW)

ED 031 343 MF - $0.25, HC NOT AVAILABLE

INDIAN AFFAIRS 1967. A PROGRESS REPORT FROM THE COMMISSIONER OF INDIAN AFFAIRS.
Bennett, Robert L., Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1968, 16p.

The 1967 Annual Report of the Bureau of Indian Affairs (BIA) describes educational advancements and economic improvements for American Indians. Specific programs and their results are cited in such areas as bilingual education, school facilities, family training, job training, industrial and business development, natural resources development, housing, social services, and law. The BIA budget for fiscal year 1967 is presented. (JH)

ED 031 349 MF - $0.25, HC NOT AVAILABLE

NATIVE AMERICAN ARTS 1.
New, Lloyd and others, Institute of American Indian Arts, Santa Fe, New Mexico, 1968, 60p.

The primary focus of this issue in a series of special topic publications is the Institute of American Indian Arts, a national educational institution administered by the Bureau of Indian Affairs for the purpose of training youthful native Americans in the arts. An introductory article by the institute director entitled "Cultural Differences as the Basis for Creative Education" depicts the philosophical orientation which serves as a guide for the students and their artistic creations in graphics, painting, sculpture, ceramics, metalwork and lapidary, textile arts, creative writing, and the performing arts. Details concerning application procedures for attending the institute are given. (EV)

ED 031 362 MF - $0.50, HC - $5.40

THE AMERICAN INDIAN HIGH SCHOOL GRADUATE IN THE SOUTHWEST.
Bass, Willard P., Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1969, 106p.

This study presents the post high school achievements of a representative group of Indian high school graduates in the Southwest in terms of post high school training and

employment. Their achievements are indices of the degree to which they have acquired essential skills for employment, social adjustment, and self-fulfillment. A questionnaire and interview guide were used to assess whether or not the graduates (384 interviewed) had entered and completed continuing education programs, and to examine other characteristics of the sample. Three out of four graduates continued academic or vocational programs after high school and, out of those, 2/3 completed their programs. Only 7% of the graduates finished college, while 44% completed vocational-technical programs. At the time of the interview, more than six years from the time of high school graduation, 2/3 of the females and 3/4 of the males investigated were gainfully employed in occupations ranging from clerical and service occupations to craftsman and professional positions. Of those who left continuing education programs, inadequate finances, military service, marriage and pregnancy were cited as the most common reasons. Graduates also answered questions on factors and forces influencing them in high school that encouraged or discouraged continuing education. Overall, it was noted that language problems, rigid curriculums, and cultural differences prevent the Indian from making an even more effective adjustment to modern society. The questionnaire and interview guide used are included in the appendices. A related document is ED 026 195. (RT)

ED 031 364 MF - $0.25, HC - $0.80

INDIANS OF MAINE.
Maine State Department of Health and Welfare, Augusta, 1964, 14p.

The relationships between the Penobscot and Passamaquoddy Indian tribes and the State of Maine began in the 1820's. Treaties have left the Penobscot Tribe with ownership of 146 islands in the Penobscot River while the Passamaquoddy Tribe lives on land owned by the state. Both tribes presently have trust funds derived from the sale of land, and use the monies for the benefit of their tribes. The state is responsible for the basic education of the Indian children and provides 3 reservation schools through the fifth grade; from the sixth grade, Indian children are sent to the nearest municipally operated grade school, and tuition is paid for students at any high school within the state. Exceptional students may have their college tuition paid by the state. The tribes also qualify for certain state and Federal welfare programs. There is little governmental power vested in various elected tribal officals since the tribes do not possess any real type of municipal organization, but additional responsibilities have been delegated to them since 1963. The tribes are confronted with employment problems and receive continued state assistance to improve their conditions and opportunities. (DB)

ED 031 436 MF - $0.75, HC - $6.85

PROCEEDINGS OF THE CONFERENCE ON THE USE AND ROLE OF TEACHER AIDES (FEBRUARY 10-11, 1969).
Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1969, 135p.

This document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the State Departments of Education and State Universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas: "Measuring Educational Progress"; "Teacher Aides--Who Needs 'Em"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement--Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides to Suit the Needs of Schools"; "Programed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools--From the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel to Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level." (JS)

ED 031 614 MF - $0.25, HC - $2.85

DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS, CONFERENCE PROCEEDINGS (UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, AUGUST 18-22, 1969).
Edington, Everett D. and PhillipHocker (Eds.), New Mexico State University, Las Cruces, 1969, 55p.

The purpose of the 5-day institute was to encourage the development of more vocational education programs for the American Indians. Persons in attendance included educators from Federal, state and local levels (both from public schools and the Bureau of Indian Affairs), business and industry representatives, Indian leaders, and employment personnel. The program was divided into 4 major areas: (1) the occupational training needs of the American Indians; (2) the resources available for providing vocational education for the American Indians; (3) existing programs developed to provide vocational education for the American Indians; and (4) development of plans to more adequately meet the vocational education needs of the American Indians. This conference report contains a summary of each of the

presentations given at the workshop, a summary of each of the committee reports, and a list of recommendations derived from the institute. (TL)

ED 031 699 MF - $2.00, HC - $26.15

NAVAHO BASIC COURSE. FINAL REPORT.
Blair, Robert W. and others, Brigham Young University, Provo, Utah, 1969, 521p.

This course is designed with one primary goal in view: to encourage and lead the learner to communicate in Navaho in and out of class. Each of the 13 units has a "preparation stage" which consists of a self-instructional program on various grammatical points together with other activities for the student preparatory to meeting with the instructor or coming to class. These preparatory activities include written exercises, short dialogs, vocabulary, and survival expressions. Following the preparation stage is the "core stage" in which material is presented by the instructor in short question-answer exchanges called micro-wave cycles (Stevick, ED 012 897). This stage provides for supervised application and active use of the material introduced in the preparation stage. By means of these drills, it is hoped that the student can attain a state of overlearning, which he will then maintain by the continued review and use of the material. The introduction to the course consists of (1) prolegomena to Navaho study, (2) presentation of the sounds of Navaho (tape-program), and (3) rules for reading and writing. The taped materials are available at cost from Brigham Young University, Provo, Utah 84601. (DD)

ED 032 143 MF - $0.25, HC NOT AVAILABLE

INDIAN EDUCATION PROGRAM. ANNUAL REPORT, 1967-1968, TO UNITED STATES BUREAU OF INDIAN AFFAIRS.
Poehlman, Charles H., Nevada State Department of Education, Carson City, 1968, 29p.

The allocation and expenditure of the Johnson-O'Malley Act funds by the Indian Education Program, State of Nevada, Department of Education is presented in this report for the fiscal year 1967-68. The narrative portion of the report lists the activities of the participating school districts that were funded by Title I - Elementary and Secondary Education Act and the Johnson-O'Malley programs. Tabular information is given on the enrollment distribution of Indian students in the participating county school districts, on a survey taken of Nevada Indian dropouts, and on specific fund allocations and expenditures. Related

documents are ED 013 147 and RC 003 659. Not available in hard copy due to marginal legibility of original document. (DK)

ED 032 160 MF - $0.25, HC NOT AVAILABLE

POPULATION CHARACTERISTICS OF SELECTED ETHNIC GROUPS IN THE FIVE SOUTHWESTERN STATES.
Johnson, Charles E., Jr. and Tobia Bressler, Bureau of the Census (Department of Commerce), Suitland, Maryland, 1968, 48p.

Population statistics based on the 1960 Census of Population are presented for Negroes, American Indians, persons with Spanish surnames, and "other whites" in the southwestern states of Arizona, California, Colorado, New Mexico and Texas. Some 1950 census data are included for comparative purposes. Detailed tables present information on age, social characteristics, comparisons between males and females, residence, school enrollment, educational attainment, family characteristics, and economic characteristics by ethnic group for the individual states. (JH)

ED 032 161 MF - $0.25, HC - $1.65

NATIVE SON. VISTA VOLUNTEER.
Urvant, Ellen and others, Office of Economic Opportunity, Washington, D.C., 1969, 31p.

The June issue of The Vista Volunteer is devoted to a presentation of the current plight of the American Indian emphasizing the injustice with which the Indian has been treated. Throughout the 5 articles the achievements and efforts of the VISTA volunteers working with various Indian tribes are described. Statements by Indian leaders point up the current position of the Indians. The first article, "Native Son," presents a historical perspective of the Indian and White relations relative to their opposing attitudes about land. The need for cultural adjustment on the part of VISTA workers is discussed. The second article presents the story of the Lakota Sioux, whose rich Indian heritage was utilized for a cross cultural study by a VISTA volunteer working with a Black child to change the perspective of his young student. The third article deals with the difficulty of the volunteers to obtain the trust of the Indians due to the cultural and historical background. The fourth article deals with the plight of the rural Indian who exchanges the problems of rurality for those of the city and VISTA'S attempts to alleviate these problems in Oklahoma City. The final article deals with the treachery and injustice of Indian and White relations against the backdrop of various broken Indian heroes. (DK)

ED 032 162 MF - $0.50, HC - $4.90

FOUR CORNERS MENTAL RETARDATION PROJECT. THE TRAINING AND USE OF INDIGENOUS AIDES IN A SPARSELY POPULATED, ECONOMICALLY DEPRESSED REGION. FINAL REPORT. Western Interstate Commission for Higher Education, Boulder, Colorado, 1969, 96p.

The activities of the Four Corners Mental Retardation Project conducted by the Western Interstate Commission for Higher Education are described in this document. The purpose of the project was to enhance services for the mentally retarded in the Four Corners Area (Arizona, Colorado, New Mexico, and Utah) focusing on the mentally retarded in the minority groups in the area (48.3 percent of the residents are Indian and 8.2 percent Spanish surname). A directory of services available to the mentally retarded was developed. Ten indigenous residents (8 Indians and 2 Spanish surname) from different communities in the area were trained in the fundamentals of mental retardation to help identify mentally retarded individuals, assess their needs, and to aid in providing necessary services to meet the needs identified. These bilingual, multi-cultural staff members were able to communicate the complex concepts of mental retardation to their own people. Field work and activities, results of a survey of handicapped persons in the Four Corners Area, services needed, and program development are discussed and 30 recommendations are offered. The appendices include an interim report of the project, consultants' reports, lists of agencies contacted, and letters from advisory board members. (SW)

ED 032 165 MF - $0.50, HC - $5.80

WORKSHOP REPORT ON PARENT - COMMUNITY INVOLVEMENT. 1969, 114p.

An in-service workshop on Parent-Community Involvement in the Schools was conducted from October 1968 to May 1969 for all principals, educational specialists, sub-agency superintendents, and agency superintendents on the Navajo Indian Reservation. Members of the workshop set up and reported on an experimental Parent-Community Involvement Program developed for their respective schools and areas. The present report consists of 2 sections: (1) each member's unedited report of his experimental program and (2) separate lists of suggestions for school personnel and school board members for involving parents and the community in the schools. (TL)

ED 032 168 MF - $0.25, HC - $0.70

ACADEMIC ACHIEVEMENT OF AMERICAN INDIAN STUDENTS--REVIEW OF RECENT RESEARCH.
Edington, Everett D., 1969, 12p. This paper was presented at the Rural Sociological Society Meeting (San Francisco, California, August 28-31, 1969).

The disadvantagement of American Indian youth has long been of concern to various researchers. The major findings of recent research related to the achievement of Indian students in school are summarized in an effort to describe the extent of their disadvantagement. Nearly all of the studies reviewed showed the Indian student to be far behind other students in achievement. On standardized tests, Indian children tend to do very poorly when compared with state and national scores compiled by the rest of the relevant stratum of the school population. Research has also indicated that generally the gap between the levels of achievement of the White and Indian students widens as they progress through school. High dropout rates among the Indian students were also revealed. The dropout rate for the Indian female is considerably higher than it is for the Indian male student. Although a smaller proportion than White students graduate, Indian high school graduates have a high percentage enrolled in academic or vocational programs upon graduation. However, later studies revealed that many of these Indians were unemployed or underemployed. (CM)

ED 032 174 MF - $0.50, HC - $4.55

ATTITUDES AND CHARACTERISTICS OF SELECTED WISCONSIN INDIANS.
Harkins, Arthur M. and Richard G. Woods, Training Center for Community Programs, Minnesota University, Minneapolis, 1969, 89p.

Feelings of Indians (Oneidas, Chippewas, Potawatomis, and Winnebagos) on factors of reservation life (education, community living, employment opportunities, and community problems) were surveyed through attitudinal studies conducted at selected Indian reservations in Wisconsin. Reservation families tend to be large, inadequately educated, living in sub-standard houses, and economically depressed. Although the Indians generally agree on the problems of reservation life, they feel a strong attachment to the reservation. It is indicated that prolonged residence in a city does not extinguish the desire to return to the reservation. Faced with the recognized problems, the

Indians, particularly the older ones, do not want vast changes in their reservations. Indians' attitudes toward industrialization, whether positive or negative, may influence economic development. Profiles of the "typical" male respondent, female respondent, non-high school graduate, and high school graduate are given, and statistical data on sociocultural characteristics of the respondents are appended. (DB)

ED 032 186 MF - $0.25, HC NOT AVAILABLE

INDIAN EDUCATION PROGRAM. ANNUAL REPORT, 1968-1969, TO UNITED STATES BUREAU OF INDIAN AFFAIRS.
Poehlman, Charles H., Nevada State Department of Education, Carson City, 1969, 39p.

The allocation and expenditure of the Johnson-O'Malley Act funds by the Indian Education Program, State of Nevada, Department of Education is presented in this report for the fiscal year 1968-69. The narrative portion of the report lists the activities of the participating school districts that were funded by Title I - Elementary and Secondary Education Act and the Johnson-O'Malley Programs. Tabular information is given on the enrollment distribution of Indian students in the participating county school districts, on a survey taken of Nevada Indian dropouts, and on specific fund allocations and expenditures. Related documents are ED 013 147 and RC 002 619. Not available in hard copy due to marginal legibility of original document. (DK)

ED 032 279 MF - $0.25, HC - $1.00

AN EPDA PROJECT TO PREPARE GRADUATE TEACHERS AND UNDERGRADUATE INDIAN TEACHER AIDES TO EDUCATE AMERICAN INDIAN CHILDREN. A PROPOSAL.
Northern Montana College, Havre, 1969, 18p.

A project is proposed involving a 3-year coordinated program of 9-week summer institutes and school-year inservice training programs to prepare 15 graduate teachers and 15 undergraduate Indian teacher aides to perform highly specialized roles in the education of Indian children. Teachers and aides will be placed in teaching teams of at least three teachers and three aides each in elementary schools on the Rocky Boy's Indian Reservation and in the city of Havre. Teacher aide training will include (1) undergraduate preparation in communications, mathematics, history, and science; (2) training to prepare them to act as service aides; and (3) more advanced training to prepare

them to serve as instructional aides. Graduate teacher preparation will include (1) methodology, including discovery learning; (2) preparation of curricular and instructional materials and use of media for individualizing instruction; (3) knowledge and understanding of Indian people and their culture; (4) insight into problems of learning disabilities; and (5) studies of sensitivity and human relations. Teachers successfully completing the program will receive the degree of Master of Science in elementary teacher education with the specialty of teaching Indian children. Indian teacher aides will receive service aide and then instructional aide certificates and may apply the experience as one year's college credit in an undergraduate teacher education program. (JS)

ED 032 440 MF - $0.25, HC - $2.20

ETHNICS ON EDUCATION: REPORT ON A CONFERENCE OF SPANISH-SPEAKING, AMERINDIAN, AND NEGRO CULTURAL LEADERS ON SOUTHWESTERN TEACHING AND LEARNING.
Burger, Henry G. (Ed.), Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1969, 42p.

In May 1968, 10 leaders of southwestern minority groups--Amerindians, Blacks, and Spanish-speaking--gathered to share their educational problems and discuss collective solutions. From their thoughts on assimilation and integration, on living conditions, curriculum, local school board control, and teacher education, two ambivalences emerged: (1) While the child should be educated to make a living in the modern world, he should also remain within the ethnic cultural fold. (2) While minority groups resent not having political power, some still fear formally organized political action groups. Remedies for these ambivalences and for the inferior education offered to non-Anglo children may lie in a pluralistic (rather than "melting pot") approach to culture in the schools, in different educational goals for non-Anglos, and most importantly--because each tribe and minority group is unique--in local ethnic control. (Appended are a 54-item bibliography and brief biographies on the participating groups: American G.I. Forum, Cherokee Nation of Oklahoma, Council on Spanish American Work, Inter-Agency Committee on Mexican American Affairs, League of United Latin American Citizens, NAACP, Navajo Amerindians, and Pueblo Amerindians. ED 024 653 is a related document.) (LP)

ED 032 499 MF - $0.50, HC - $3.65

A STUDY OF THE INTERPERSONAL VALUE ORIENTATIONS OF EXTENSION HOMEMAKERS IN ROBESON COUNTY, NORTH CAROLINA.
Briley, Mollye Hughes, 1968, 71p., North Carolina University, Raleigh.

This study investigated interpersonal value orientations (support, conformity, independence, benevolence, leadership, and recognition) of 267 extension homemakers in Robeson County, North Carolina, and the relationship of these orientations to age, educational level, income, years in club work, family size, and ethnic group. Data were obtained from the homemakers (Whites, Negroes, and Indians) by an information sheet and Gordon's Survey of Interpersonal Values. These were among the findings and conclusions: (1) although the homemakers were varied in orientations, the total group and 911 subgroups ranked benevolence highest; (2) in the interaction of value orientations with other factors, 14 of the 36 associations were statistically significant at the .001, .01, or .05 level; (3) there was some similarity between mean scores of ethnic groups but much variation within groups; (4) in the extension service, where the group approach is used to achieve learning and a continuing relationship exists between the extension homemakers and extension agents, it might be desirable to use Gordon's Survey of Interpersonal Values as a guidance and counseling instrument. (AUTHOR/LY)

ED 032 953 MF - $0.25, HC NOT AVAILABLE

STATISTICS CONCERNING INDIAN EDUCATION, FISCAL YEAR 1968.
Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1969, 45p.

Statistics concerning Indian education for the fiscal year 1968 are provided by the Bureau of Indian Affairs (BIA) which had direct responsibility for the 55,799 children enrolled in Federal schools and housed in Federal dormitories. The BIA had partial financial responsibility for approximately 2/3 of those enrolled in public schools. Included in the statistical breakdown are (1) school census, enrollment and average daily attendance (ADA) by area and agency; (2) number of schools operated, the enrollment, and the ADA of boarding, day, and hospital schools; (3) dormitory enrollment and ADA; (4) enrollment by grade, and completions and graduates by area; (5) enrollment by degree of Indian blood and tribe; (6) school construction summary; (7) activities under the Elementary and Secondary Education Act; and (8) summer program participants. A related document is ED 002 665. Not available in hard copy due to marginal legibility of original document. (CM)

ED 032 959 MF - $0.25, HC - $1.55

NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS, 1968-1969. ANNUAL REPORT.
Hathorn, John R., New York State Interdepartmental Committee on Indian Affairs, Albany, 1969, 29p.

The document reports on the various services rendered by several state departments and divisions to the 8 Indian reservations (Cattaraugus, Onandaga, St. Regis, Tonawanda, Tuscarora, Shinnecock, Poospatuck, and Allegany reservations) in the geographical boundaries of New York State. A summary of existing services and future service considerations is presented for the New York State Departments of Commerce, Conservation, Education, Health, Mental Hygiene, Transportation, Social Services, and Division of the State Police. Several tables are included to show the participation, past and present, of reservation residents in the services offered. Also listed is a summary of the bills related to Indian affairs signed into law in 1969 and the names and addresses of Indian-interest organizations in the United States. (DB)

ED 032 960 MF - $0.25, HC - $1.20

THE INDIAN TODAY IN NEW YORK STATE. (FIFTH EDITION). New York State Interdepartmental Committee on Indian Affairs, Albany, 1967, 22p.

The pamphlet surveys the present status of the Indians (Iroquois League consisting of Mohawks, Oneidas, Onondagas, Cayugas, Senecas and Tuscaroras; and also tribes of Shinnecocks and Poospatucks) in New York and the public services made available to them through various governmental units. A historical background of the various tribes relates the many factors which have had a bearing on the location and size of the Indian reservations. A resume of the services rendered by various state governmental units (Health, Education, Social Services, and Commerce) is presented along with a bibliography for those seeking additional information about Indian affairs. (DB)

ED 032 963 NOT AVAILABLE FROM EDRS

OUR BOOK T-O'OHANA NUESTRO LIBRO AND VOCABULARY. Saxton, Dean (Comp.) and Lawrence Hogan (Comp.), San Xavier Mission School, Tucson, Arizona, 1969, 114p. This document is available from San Xavier del Bac, Route 11, Box 644, Tucson, Arizona 85706 ($2.00).

The book was written by first and second grade pupils at San Xavier Mission School in Tucson, Arizona. Ideas of the Papago and Yuqui Indian culture are expressed in the children's own words. It is written in Papago, Spanish and English and has pictures depicting every passage. The passages concern the children's families, school, play, everyday life situations, and work. A vocabulary section is included in Papago and Spanish translated into English. (CM)

ED 032 966 MF - $0.25, HC NOT AVAILABLE

A RESOURCE AND REFERENCE BIBLIOGRAPHY ON TEACHING AND COUNSELING THE BILINGUAL STUDENT.
Caskey, Owen L. (Comp.) and Jimmy Hodges (Comp.), Texas Technological College, School of Education, Lubbock, 1968, 48p.

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible. Literature dealing with Indian and Mexican American children is included. Not available in hard copy due to marginal legibility of original document. (DB)

ED 032 067 MF - $0.75, HC - $7.70

EDUCATING THE CULTURALLY DISADVANTAGED CHILD IN CHAUTAUQUA AND CATTARAUGUS COUNTIES, NEW YORK.
Tonello, Francis V. and Leo J. Alilunas (Eds.), Board of Cooperative Educational Services, Chautauqua County, New York, 1969, 152p.

This collection of articles, written by administrators and teachers in the small city and rural school districts of Chautauqua and Cattaraugus Counties, New York, deals with the education of culturally disadvantaged White, Negro, Puerto Rican, Indian, and migrant youth. Programs developed by the schools with the aid of federal funds providing special aid for all mentally, emotionally, and physically handicapped children are discussed. The articles are grouped under 3 headings: (1) What Does the Teacher Face?; (2) What Can the Teacher Do?; and (3) What Can the Administration and Community Do? Bibliographies are included at the end of each article. (TL)

ED 032 968 MF - $0.25, HC - $2.30

INDEX TO THE JOURNAL OF AMERICAN INDIAN EDUCATION, VOL. 1, NO. 1 - VOL. 8, NO. 1.
Loomis, Charlotte Ann, ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, University Park, 1969, 44p.

All articles (1,2) that appeared in the "Journal of American Indian Education" (JAIE), Vol. 1., No. 1 (June 1961) through Vol. 8, No. 1 (October 1968) are indexed and annotated. The publication is divided into 3 parts: (1) annotations listed in order of appearance in JAIE by volume, number, and page; (2) author index; and (3) subject index. Later issues of JAIE are indexed in "Current Index to Journals in Education." (CM)

ED 032 969 MF - $0.50, HC NOT AVAILABLE

UTE UNIT WITH HISTORY, SUGGESTED ACTIVITIES, AND TEACHERS' GUIDE.
Montelores Studies Center, Cortez, Colorado, 1968, 75p.

This curriculum unit for fourth grade students, developed by the Montelores Studies Center, Cortez, Colorado, which is funded by the Elementary and Secondary Education Act, Title III, presents a history of the Ute Indians, suggested activities for students, and a teachers' guide. The history section outlines the historical development of the Ute Indians from the time of their migration from Asia to the present. The activities section contains a set of suggested activities, reference to materials available from Montelores Studies Center, and an annotated bibliography. The teachers' guide lists organizations and resource persons to be contacted for additional information and resource materials. Not available in hard copy due to marginal legibility of original document. (TL)

ED 032 970 MF - $0.25, HC - $1.50

AN ANNOTATED BIBLIOGRAPHY OF SELECTED MATERIALS COLLECTED AND REVIEWED COOPERATIVELY BY THE UNIVERSITY OF MINNESOTA, THE STATE DEPARTMENT OF EDUCATION, THE MINNESOTA INDIAN EDUCATION COMMITTEE, IN CONJUNCTION WITH OTHER MEMBERS OF THE INDIAN COMMUNITY TO BE MADE AVAILABLE UNDER PUBLIC LAW 89-10 TITLE II.
Minnesota University, Minneapolis, 1969, 28p.

A total of 202 entries published mostly in the 1950's and 1960's are included in this annotated bibliography. The listings are divided into categories which include 88 non-fiction books, 35 biography and fiction books, 11 recordings, 4 filmstrips, 8 films, and 52 professional education books. In addition, the bibliography cites 4 learning materials developed by Indian people working with the Rough Rock Demonstration School in Arizona. Pricing information is given and grade level is included when applicable. (DB)

ED 032 971 MF - $0.50, HC - $4.55

NORTHLAND ALPHABET.
Harrison, Edward H., 1968, 89p.

An alphabet (with vocabulary), stories, poems, and illustrations are presented in this document to provide teachers of Indian and Metis children of grade 2 level with

reading material relevant to the environment of the students. The materials are designed to serve as a supplement to the main reading program and to stimulate the imagination and conversation of the students so that they are encouraged to talk in English about things familiar to them. Suggestions on how the materials may best be used are included. (SW)

ED 032 983 NOT AVAILABLE FROM EDRS

A HISTORY OF CHILOCCO INDIAN SCHOOL.
Bradfield, Larry L., 1963, 136p. This master's thesis was submitted to the University of Oklahoma, Graduate College (1963). It is available from Inter-library loan from University of Oklahoma Library, Norman, Oklahoma 73069.

A historical development of the Chilocco Indian School, Chilocco, Oklahoma, is presented in this master's thesis. Three periods were chosen to develop the history of the school: The Critical Period (1884-1902), The Middle Period (1902-1926), and The Recent Period (1926-1956). Within each of these periods, activities of the school's superintendents; changes in the curriculum and make-up of the student body; and administrative, curriculum, and student problems are presented. Characteristics of the Indian students, efforts exerted toward school and plant planning, and curriculum development are also considered. (SW)

ED 032 985 MF - $0.25, HC - $1.50

THE IROQUOIAN TRIBES. PART II OF THE INDIAN HISTORY OF NEW YORK STATE.
Ritchie, William A., State University of New York, State Education Department, Albany, 1963, 28p.

A brief history of the cultural patterns of Iroquoian Tribes in New York State is outlined. The Iroquoian Tribes, known originally as five nations (Mohawk, Oneida, Onondaga, Cayuga, and Seneca), are identified, described, and geographically placed within the state. Emphasis is placed on describing their environment, social organization, and religious beliefs. Environment includes a general description of their villages and longhouses; their foods and domestic tools, utensils, and ornaments; and clothing habits. Social organization is divided into familial or clan patterns and, very briefly, political organization. In the area of religious beliefs, their mode of warfare and ceremonial beliefs and practices are presented. This historical study ends with Reservation Period, giving the principal reservations in New York and Canada as indicated in a table. Illustrations are included. (CM)

ED 032 987 MF - $0.50, HC - $4.70

THE MINIFUNDIA ECONOMY AND SOCIETY OF THE GUATEMALAN HIGHLAND INDIAN.
Hill, George W. and Manuel Gollas, 1968, 92p.

This study of the Minifundia society in the Guatemalan Highlands was intended to describe and analyze the social and economic complex within which these Mayan Indians lived and carried on their system of traditional agriculture. A random sample of 348 families was interviewed and results were reported. According to the survey the average household contained 5 members who provided the main labor force for the family farm. Almost 95 percent of the farmers claimed to own all or part of their land. Income from farming was low, and farmers supplemented their earnings either by engaging in various business ventures or by obtaining agricultural or industrial employment. The survey indicated that 62 percent of the farmers interviewed were illiterate, and 16 percent of those who were literate had never received any formal education. Only 26 percent of the children older than 7 years were attending school, while 54 percent had never enrolled in school and 29 percent had dropped out after enrollment. Tables are used extensively to present data resulting from the study. (TL)

ED 032 991 MF - $1.00, HC - $11.05

SYSTEM ANALYSIS, PROGRAM DEVELOPMENT, AND COST-EFFECTIVENESS MODELING OF INDIAN EDUCATION FOR THE BUREAU OF INDIAN AFFAIRS. VOLUME II, EDUCATION SYSTEMS ANALYSIS & PROGRAMS DEVELOPMENT.
ABT Associates, Incorporated, Cambridge, Massachusetts, 1969, 219p.

The general objective of the analysis of the Bureau of Indian Affairs (BIA) education system is the identification and definition of the principal problems in the system, so that programs to alleviate them may be planned, developed, tested, and implemented. This volume of the analysis presents a systems analysis of Indian education in the BIA schools. Objectives, methodology, and findings are presented relative to education and the interaction of economic factors and the community with education. Following the above presentation, alternative plans and programs are presented relative to the findings of the analysis. The films "Problems of American Education" and "Alternatives for American Indian Education" were developed concurrent to and in conjunction with this document and were designed to give visual and auditory support to the findings of the study. Related documents are RC 003 750, RC 003 751, and RC 003 752. (DK)

ED 032 995 MF - $0.25, HC - $0.40

INDIAN EDUCATION IN MAINE.
Maine State Department of Education, Augusta, 1969, 6p.

The Maine Department of Education assumed the responsibility for the education of Indian children living on Indian reservations on July 1, 1966. This report provides information on the present status of the program. Information is provided on number of schools, school enrollment for the 1969-1970 school year, characteristics of the teaching staff, educational improvements over the past 3 years, special programs in operation, legislation affecting the financial program, and higher education opportunities for Indian students. (SW)

ED 033 181 MF - $0.25, HC - $1.80

RED, WHITE AND BLACK: MINORITIES IN AMERICA--A COLLECTION OF PAPERBACKS WITH A SELECTED LIST OF BIBLIOGRAPHIES.
Combined Paperback Exhibit, Incorporated, Briarcliff Manor, New York, 1969, 34p.

Cited are approximately 600 paperback books relevant to minority groups in the United States. References are listed under the following headings: African History and Culture; Afro-American History; American Indians; Spanish-Speaking Peoples; Other Minorities; Education and Youth; Religion; and Literature. Also included are a selected list of bibliographies and a directory of publishers. (NH)

ED 033 321 NOT AVAILABLE FROM EDRS

POTENTIALITIES FOR COMMUNITY DEVELOPMENT IN A KEKCHI INDIAN VILLAGE IN BRITISH HONDURAS.
McCaffrey, Colin, California University, Berkeley, 1967, 443p. This Doctoral Thesis is available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-5779, MF $5.65, Xerography $20.05).

Investigators spent six months in the Kekchi Indian village of San Miguel, British Honduras, where data gathering was combined with participation in agricultural and social activities and in practical community development. Respondents (85 men and youths) provided much informal data on attitudes relevant to community development, which were compared with those more rapidly gathered from 126 respondents in other villages. Findings included relative economic isolation and self-sufficiency, a sixty-year history of migration and adaptation, industriousness

combined with preference for communal labor, traditional lines of intuitive harmony and consensus in running the relatively new village council, and socioeconomic patterns favorable to experimentation. Literacy in English, a rice-drying floor, and a community center were prominent desires. Recommendations by investigators call for pig pens, rainwater collection or a well and pump, a literate helper for corresponding with government officials, and steps to improve school community relations. An outsider's greatest contribution might be to reassure Kekchis of their competence to develop many projects. (AUTHOR/LY)

ED 033 635 MF - $0.25, HC NOT AVAILABLE

ANNOTATED BIBLIOGRAPHY: AFRO-AMERICAN, HISPANO AND AMERIND; WITH AMERINC; WITH AUDIO-VISUAL MATERIALS LIST.
Haberbosch, John F. and others, Colorado State Department of Education, Division of Elementary and Secondary Education, Denver, 1969, 48p.

Readings and audiovisual materials, selected especially for educators, related to the study of Afro-American, Hispano-American, and American Indian cultures are included in this 366-item annotated bibliography covering the period from 1861 to 1968. Historical, cultural, and biographical materials are included for each of the three cultures as well as information on the unique problems of each. Other sections deal with school segregation, politics, voting, discrimination, and civil rights in Colorado. Audiovisual materials include films, filmstrips, records, and tapes. A general section features works on language, culture, and race relations. Indication of reading level is noted; price and availability are frequently provided. Not available in hard copy due to marginal legibility of original document. (WB)

ED 033 773 MF - $0.25, HC - $2.65

CURRICULUM NEEDS OF NAVAJO PUPILS.
Bureau of Indian Affairs (Department of Interior), Window Rock, Arizona, 1969, 51p.

Curriculum needs of Navajo Indian children are identified. The listings were developed by committees through the Bureau of Indian Affairs. School curriculum needs are indicated for the following areas: art, guidance, health, language arts, mathematics, music, science, and nature of the learner's adult society. The creative growth and informational needs of the individual child are stressed. Grade levels are cited where applicable and some brief evaluations are given. Suggested materials related to the various areas are listed. (SW)

ED 033 783 NOT AVAILABLE FROM EDRS

THE INDIAN IN AMERICAN HISTORY.
Vogel, Virgil J., Integrated Education Associates, Chicago, Illinois, 1968, 27p. This document is available from Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604 ($0.50).

The treatment of American Indians is discussed historically with reference to the 4 principal methods used to create or perpetuate false impressions: obliteration, defamation, disembodiment, and disparagement. Indian contributions to American civilization are cited in contrast with historical references to Indians in textbooks. The author suggests specific reading materials for various age levels which reflect accurately the cultural contributions of the Indian. A bibliography on the American Indian influence on American civilization is appended. (JH)

ED 033 791 NOT AVAILABLE FROM EDRS

BILINGUAL EDUCATION COMMITMENT AND INVOLVEMENT. REPORTS.
Olstad, Charles (Ed.), Southwest Council for Bilingual Education, Las Cruces, New Mexico, 1969, 55p. These papers were presented at the 6th Annual Conference of the Southwest Council for Bilingual Education (Tucson, Arizona, November 14-15, 1969). This document is available from Publications Manager, Department of Modern Languages, New Mexico State University, Las Cruces, New Mexico 88001 ($2.50).

This report consists of papers presented during the 6th Annual Conference of the Southwest Council for Bilingual Education. Seven papers are included in the report: (1) Public Schools; (2) Bilingual Education--A Commitment to Community Development; (3) The Commitment of a State Department of Education to Bilingual Education; (4) Organizational Involvement in Educational Change; (5) Involvement of the Indian Community in Planning; Developing and Instituting Educational Programs Relevant to Them; (6) University Commitment to Bilingual Education; (7) An Early Childhood Education Model--A Bilingual Approach. A brief annotation of each of the papers is presented in the introduction to the report. (TL)

ED 033 816 MF - $0.50, HC - $5.15

HANDBOOK ON WISCONSIN INDIANS.
Erdman, Joyce M., Governor's Commission on Human Rights, Madison, Wisconsin, 1966, 101p.

Due to the changing status of Indians in Wisconsin, the 1966 handbook provides a new study of their present-day situation. Leadership from among the Indians has generated new interest in Indian conditions. Although their economic position has not improved significantly, their psychological climate is now characterized by optimism. Questions of the identity of the Indians and their aspirations are discussed. History and present conditions of reservation tribes are presented by individual tribes. Working relationships between Wisconsin Indians and state and Federal agencies are identified. Some Wisconsin organizations working with Indians are listed and some of the more important Wisconsin statutes pertaining to Indians are reproduced. (JH)

ED 033 818 MF - $0.25, HC - $0.95

TALENT SEARCH PROJECT, EASTERN ARIZONA COLLEGE. PROGRESS REPORT (JANUARY 1, 1969 - MARCH 31, 1969).
Eastern Arizona College, Talent Search Project, Thatcher, 1969, 17p.

Talent search counselors stress post-high school training for low income and culturally disadvantaged young people through individual counseling and vocational guidance. The project at Eastern Arizona College places a heavy emphasis on educational opportunities and vocational training for Indian youth. A college Indian coordinating committee has been organized which has enlisted the cooperation of financial-aids directors of Arizona colleges. Talent search committees have been organized in 4 counties to perform such services as furnishing leads, helping recruit, arranging interviews, and assiting with other programs. Statistics are presented on services performed by talent search counselors during the first 3 months of 1969 and on Indian enrollment in Arizona colleges over a two-year period. (JH)

ED 033 928 MF - $0.25, HC - $0.75

MINORITY AMERICANS IN CHILDREN'S LITERATURE.
Gast, David K., 1967, 13p.

Children's fiction written between 1945 and 1962 was analyzed for current stereotypes of minority Americans, and the results were compared with related studies of adult fiction and school textbooks. Two analytic instruments were applied to 114 minority characters selected from 42 children's books about American Indians, Chinese, Japanese, Negroes, and Spanish Americans currently living in the United States. In this sampling, virtually no negative stereotypes of minority Americans were found; the differences in race, creed, and customs of minority citizens were found to be dignified far morethan in either adult

magazine fiction or textbooks; and similarities in behavior, attitudes, and values between majority and minority Americans were emphasized rather than their differences. (Recommendations for action to be taken on the basis of the results, proposals for further experimental study, and a table ranking the verbal stereotypes of the 114 minority American characters are included.) (JB)

ED 034 098 MF - $0.50, HC - $4.65

TEACHERS' GUIDE TO THE ALGONQUINS: THE MATCH BOX PROJECT; PROTOTYPE EDITION.
Butler, Eva and others, Childrens Museum, Boston, Massachusetts, 1965, 91p.

What better way is there to learn about something than to hold it, examine it, and take it apart? The Match Box Project (Materials and Activities for Teachers and Children) loans to schools a series of boxes which contain materials, equipment, supplies, and activities designed as a unit to foster the teaching/learning of specific subjects at the elementary school level. The ALGONQUINS is designed for grades three and four. It contains materials for a special studies unit on the life of the Northeastern Woodland Indians. The suggested activities in the box are related to two basic, interdependent themes: how the Indians lived their daily life and how they saw the natural world and themselves. A supplementary theme is that archaeological remains and early records can tell us about a vanished people. The teachers' guide describes the pictures, clothing, and artifacts the box contains and provides detailed instructions for use of its films, records, games, and stories. The full unit requires two weeks of daily classes and can be divided into four sections: descriptive introduction--village life and environment; material culture--clothing, nokake, arrow-making, and trapping; spirit help--trapping, Petabenu's spirit helper, and the Benevolent Trout; and social life--in the wigwam of Petabenu and Petabenu's brothers. (MM)

ED 034 601 MF - $0.25, HC - $2.80

HELPFUL HINTS FOR NEW BIA TEACHERS.
Bureau of Indian Affairs (Department of Interior), Window Rock, Arizona, 1969, 54p.

Beginning teachers of Navajo children in Bureau of Indian Affairs (BIA) schools are offered some indications of what to expect of their students in this teacher orientation guide. Characteristics of students and situations are presented for elementary and secondary grades. Helpful hints for the

first few weeks of school are given. The importance of understanding cultural differences is stressed through descriptions of the attitudes and feelings of students. Lesson plans are suggested for the English as a Second Language (ESL) program. Reading difficulties and how to utilize ESL in the reading program are also discussed. Suggested activities conclude the document. (SW)

ED 034 612 MF - $0.25, HC - $2.50

NAVAJO EVALUATORS LOOK AT ROUGH ROCK DEMONSTRATION SCHOOL.
Begaye, John Y. and others, Rough Rock Demonstration School, Chinle, Arizona, 1969, 48p.

Four prominent Navajo leaders evaluated Rough Rock Demonstration School by invitation of the school board. Inquiry was directed toward ascertaining the type of education Navajos desire for their children, the extent Indian culture should be included in the curriculum, and how Navajos want their schools operated. It was concluded that the student at Rough Rock is happy, is engaged in the learning process, and is interested in what he is doing. The most outstanding instruction comes from the classroom teacher although dormitory parents are also effective instructors. The parents and community are involved in school operation and activities. Areas of concern were needs for greater emphasis in teaching English, for curriculum guides in the bilingual and bicultural areas, and for follow-up evaluation of students pursuing higher education. It was concluded that Rough Rock Demonstration School has proved successful, needs continuous funding, and should be renamed and continued as a model for other Navajo community schools. (JH)

ED 034 622 MF - $0.25, HC - $0.50

BILINGUAL FAMILY SCHOOL PROJECT (ADAIR COUNTY, OKLAHOMA).
South Central Regional Education Laboratory Corporation, Little Rock, Arkansas, 1969. 8p.

A survey of educational needs by the South Central Region Educational Laboratory assigned high priority to provision of bilingual preschool experiences for Cherokee Indian children and to home-school-community involvement of their parents. Established in March 1968, the Bilingual Family School in Adair County, Oklahoma, developed criterion objectives for language arts, music, art, social studies, science, health, math, and self-concept. The instructional program, consisting of four and one-half hours of the school day, emphasized language development and individual exploration of educational materials.

Parent activities included daily exposure to the children's program in addition to studying the Cherokee language, developing teaching aids, learning handcrafts, and receiving information on sanitation and nutrition. (JH)

ED 034 623 MF - $0.50, HC - $4.85

VALIDATION OF A TEST TO MEASURE NEED-ACHIEVEMENT MOTIVATION AMONG AMERICAN INDIAN HIGH SCHOOL STUDENTS. FINAL REPORT.
Michener, Bryan P., National Institute of Mental Health (DHEW), Bethesda, Maryland, 1969, 95p.

A cross-cultural test measuring need-achievement motivation was developed and administered to 634 American Indian, Spanish American and Anglo high school seniors attending 24 schools, including Federal, public and private boarding and day types. Need-achievement was related to the following types of measures: academic aptitude, intelligence, and self-efficacy. A factor analysis of 104 test items yielded 3 factor dimensions. The first delineated a broad achievement, aspiration, teacher rating, and aptitude factor; a second yielded a more specific academic achievement and clustering of specific aptitudes; and a third factor is principally defined by a generally positive clustering of positive semantic differential measures. The validation of the test is judged as sufficient to warrant a follow-up study for the comparative purpose of establishing the most absolute validity possible, for both academic and nonacademic predictor variables. Part I of this document deals with the test product itself. Part II is devoted to the methodology and validation of the need-achievement test. (Author/JH)

ED 034 624 MF - $0.25, HC - $1.80

AN INTRODUCTION TO THE ALASKA DEPARTMENT OF EDUCATION AND THE INFORMATION ON PEOPLE, GOVERNMENT, HISTORY, GEOGRAPHY.
Kaden, Bonnie (Ed.), Alaska State Department of Education, Juneau, 1969, 34p.

The large number of requests for general information on Alaska has resulted in compilation of this booklet. The Alaskan public school system, composed of district schools and state-operated schools, is discussed. Correspondence study, adult education programs, institutions of higher learning, teacher qualifications, and the role of the Bureau of Indian Affairs are briefly examined. Programs to meet Alaska's educational needs, especially the needs of rural school children, are related. A historical sketch of Alaska and information on its present economy and government are included. The

geographic divisions of Alaska and the distribution of Eskimos, Indians, and Aleuts are described. Various facts and figures on Alaska conclude the document. (CM)

ED 034 625 MF - $1.00, HC - $11.60

INDIAN EDUCATION: A NATIONAL TRAGEDY--A NATIONAL CHALLENGE. 1969 REPORT OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, MADE BY ITS SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION.
Senate Committee on Labor and Public Welfare, Washington, D.C., 1969, 230p.

Senate Resolution 165, 90th Congress, authorized an investigation into the education of Indian children. Subsequent resolutions extended the investigation, the results of which are synthesized in this report. Historical discussion of national policy toward the American Indian, the effects of Federal legislation, and the failures of Federal schools are presented. Public school findings included the lack of Indian participation or control; coursework which rarely recognized Indian history, culture, or language; and anti-Indian attitudes on the part of school administrators and teachers. Federal schools were found to be grossly underfinanced, deficient in academic performance, unsatisfactory in quality and effectiveness of instruction, seriously deficient in guidance and counseling programs, and characterized by a rigid and impersonal environment. Sixty recommendations were made in the areas of national policy and goals, administration of Indian education, the future of Federal schools, and the Federal role in relation to non-Federal schools. Statistical tables are presented in an appendix. (JH)

ED 034 635 MF - $1.00, HC - $11.45

DAN AND HIS PETS. BOOKS ONE THROUGH FIVE.
Shiprock Independent School District Number 22, New Mexico, 1969, 227p.

The social setting of the Navajo Reservation is depicted in this reading series for children whose preschool language is other than English, in the hope that familiar scenes will induce greater interest in the reading material. The narration is presented under each illustration and is repeated on the page following the illustration to focus the child's attention solely on the written word. Books I, II, and III--based on the experiences of a male character--concentrate on the first basic spelling pattern which characterizes the English language. After using the first books of the series, observers noted less interest among female students than male students; therefore,

Books IV and V--concentrating on the second and third major English spelling patterns--emphasize the experiences of a female character. RC 003 905 is a teaching guide for this series. (JH)

ED 034 636 MF - $0.75, HC - $8.80

DAN AND HIS PETS. TEACHER'S MANUAL.
Shiprock Independent School District Number 22, New Mexico, 1968, 174p.

Teaching procedures for beginning reading instruction are presented in this teacher's guide which accompanies Books I, II, and III of a 5-part reading series for Navajo Indian children. A more complete teacher's guide is planned. Emphasis is on the first major English spelling pattern consisting of one-syllable words which contain one of the short-sounding vowels of the English alphabet, as well as the most commonly used consonants and consonant diagraphs. Material on non-sense syllables and on some irregular or "sight" words is included. RC 003 904 consists of the 5 reading texts. (JH)

ED 034 637 MF - $0.50, HC - $3.00

JOE AND HIS HAPPY FAMILY. BOOKS ONE AND TWO.
Cathey, Wallace, Shiprock Independent School District Number 22, New Mexico, 1968, 58p.

A series of supplementary readers is being developed to increase reading interest and to build vocabulary among Navajo Indian children. Words used are taken from experiences in which the child is a daily participant. Illustrations in Book I depict the environment of the Navajo reservation, while Book II moves from the reservation to a community setting and introduces abstract words. Each book in the planned series will move the central character into the complexities of a more advanced society. Books III and IV, though not published at this time, will move further into the semantic and syntactic areas of reading. (JH)

ED 034 638 MF - $0.25, HC - $1.80

PAST AND CONTEMPORARY NAVAJO CULTURE GO HAND IN HAND. CURRICULUM GUIDE.
Cathey, Wallace and others, Shiprock Independent School District Number 22, New Mexico, 1969, 34p.

A course in past, present, and future Navajo culture has been developed for Navajo secondary school students. The

philosophy of the course is that the Indian, regardless of his acculturation level, has the right to treasure the customs, arts, and beliefs of his ethnic group and that these cultural values should be presented in a sequential and systematic educational manner in the classroom. Objectives of the course include development of (1) an appreciation of Navajo history, cultural beliefs, and customs; (2) an understanding of the Navajo language and its structure; and (3) an appreciation for cultural art as a means of communication. A course outline is presented with suggested learning activities and instructional materials. A bibliography and list of filmstrips with ordering information are included. (JH)

ED 034 642 MF - $0.25, HC - $2.90

CHICANO BIBLIOGRAPHY. EDUCATION. . .THE LAST HOPE OF THE POOR CHICANO (EDUCACION. . .LA ULTIMA ESPERANZA DEL POBRE CHICANO).
Garza, Ben and others, Movimento Estudiantil Chicano De Aztlan, Davis, California, 1969, 56p.

Developed to support Chicano studies and provide Chicano students with readings which would explore the Chicano heritage, this bibliography lists approximately 900 sources pertaining to Mexican history and prehistory. Included are materials relating to Chicano problems such as health and nutrition, employment and working conditions, education and civil rights. The bibliography, covering the years 1829 through 1969, was compiled by Chicano students of the Davis campus of the University of California. (CM)

ED 034 643 MF - $0.25, HC - $1.75

THE DEVILS LAKE PLANNING GRANT. FINAL REPORT.
Brady, William J. and Irving D. Thompson, Devils Lake School District, North Dakota, 1966, 33p.

Results of a planning grant received by the Devils Lake, North Dakota, school district under Title III of the Elementary and Secondary Education Act (ESEA) are presented. The project included an enrollment survey of the public and non-public schools in a 10-county area; a vocational survey of seniors, parents of seniors, juniors, and sophomores in local schools; a survey of employers and employees in Ramsey County; and an examination of education at the Fort Totten Indian reservation. Results of the various surveys are presented in tabular form, with brief discussions and recommendations for overcoming deficiencies in the educational program. (TL)

ED 034 645 MF - $0.50, HC - $3.80

URBAN AND MINORITY CENTERED PROGRAMS IN WESTERN COLLEGES AND UNIVERSITIES, 1969-70.
Kroepsch, Robert H. (Comp.) and Ian M. Thompson (Comp.), Western Interstate Commission for Higher Education, Boulder, Colorado, 1969, 74p.

Based on a survey of more than 160 colleges and universities in 13 western states, this report examines the programs which have been developed by institutions of higher learning to meet the various needs of minority groups and urban centers. Its purpose is (1) to make available to college and university administrators and faculties a broad general description of the types of programs which currently exist and (2) to list the locations of these programs. Representative programs are described in the document. In addition, tables listing all of the types of programs at all responding institutions are presented. A list of the responding institutions and the questionnaire used in the survey are also included. (TL)

ED 034 823 MF - $0.25, HC NOT AVAILABLE

MINORITY SUB-CULTURES AND THE LAWS OF LEARNING.
Havighurst, Robert J., Chicago University, Illinois, 1969, 27p.

Comparative motivational studies of middle class and lower class children show that different economic and ethnic groups vary in their reward-punishment systems. Teachers should have a systematic theory of the working of reward and punishment in learning. Their theory should include the concept of a hierachy of reward levels, and they should understand what levels of reward are working in their class. Teachers should help a student develop his ego, or internal control, as a controller and rewarder of his behavior. Order and consistency in the class-room situation and individualized instruction help strengthen ego control. Students need to learn to predict their own learning in relation to their effort to learn. A successful program should let students know what their responsibilities are, participate in making decisions about their work and give them accurate information on their progress. This theory as applicable to disadvantaged students is discussed in the report. (Not available in hard copy due to marginal legibility of original document.) (KG)

ED 034 971 MF - $0.25, HC - $0.85

ENGLISH LANGUAGE TESTING PROJECT FOR THE BUREAU OF INDIAN AFFAIRS.
Briere, Eugene J., University of Southern California, English Language Testing Project, Los Angeles, 1969, 15p.

This brochure contains a summary of an English language testing project being developed by the University of Southern California under the aegis of the Bureau of Indian Affairs (BIA). Previous attempts (Stanford Achievement Test, California Achievement Test) have failed to test American Indian children's performance in reading, vocabulary, and language because these tests are not designed to measure linguistic skills. The norms and standards of such tests are derived from populations far different from the American Indian children in BIA schools, many of whom are either non-English speaking or seriously deficient in English. The major objectives of this project are to develop a battery of tests consisting of three parts: (1) three oral-aural techniques to measure proficiency in perception and production of spoken English, (2) two techniques for testing proficiency in listening comprehension, and (3) a paper and pencil test designed to measure the level of proficiency in written English grammar. Although not specifically within the scope of this three-year project, it is felt that the testing instruments being developed will be of great use in assessing proficiency in English for other non-English speaking groups. Direct inquiries to Author, or to Assistant Commissioner for Education, BIA, 1951 Constitution Ave. NW, Washington, D.C. 20242. (AMM)

ED 035 702 MF - $0.25, HC - $1.75

EVALUATION REPORT OF THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION. TOPPENISH, WASHINGTON. Central Washington State College, Ellensburg, 1969, 33p.

The Center for the Study of Migrant and Indian Education was designed to provide a continuity of educational goals among agencies, colleges and public schools. Topics included in this evaluation report are the advisory committee proceedings, accomplishments of curriculum materials services, student-teaching, language games program, training of teacher aides, migrant institute, Indian summer school, family services, research and development in the areas of: education, consulting services, training of diagnosticians, teachers and counselors, dissemination of information, and local and state coordination. Interviews with key people along with evaluative comments are also included. (KG)

ED 035 466 MF - $1.00, HC - $12.60

A SURVEY OF THE CONTEMPORARY INDIANS OF CANADA: ECONOMIC, POLITICAL, EDUCATIONAL NEEDS AND POLICIES, VOLUME II. Tremblay, M.A. and others, British Columbia University, Vancouver, 1967, 250p.

Two sets of issues are discussed in this volume of the survey. These issues are related to the provision and adequacy of schools for the Indian child and adult, and to leadership, organization and direction of reserves. Although mindful of the wider setting of culture and community in which these issues find their definition, they are abstracted from that setting for discussion. Primary topics include an analysis of competitive ideologies; the administrative and educational structures of Indian schools; education of the Indian child; and a philosophy of Indian education (general guidelines). The background of formal organization and decision-making in Indian communities, general aspects of band councils (local government bodies involving residents on band-controlled land), patterns and trends in band council elections, and the decision-making process are also discussed. An index is included to aid the reader. (SW)

ED 035 467 MF - $0.50, HC - $3.40

A CURRICULUM GUIDE FOR BEGINNING NON-ENGLISH SPEAKING CHILDREN.
Davis, Ruth and others, Shiprock Independent School District Number 22, New Mexico, 1969, 66p.

Failure of commercial materials to meet the particular needs of the Navajo child resulted in development of this curriculum guide for non-English-speaking children. Teaching objectives and behavioral student objectives are presented for 5 areas of language arts (oral English, listening skills, cognitive processes, writing readiness, and formal reading readiness). Other subject areas included are social studies, numbers readiness, science, health and safety, physical education, and the expressive arts. Learning activities, instructional materials, and methods of presentation are suggested for the various subject areas. (JH)

ED 035 468 MF - $0.25, HC - $2.80

EVALUATION REPORT OF THE 1968-69 UNIVERSITY OF MINNESOTA CULTURAL EDUCATION SPECIALIST AND ASSOCIATE PROGRAM: INDIAN AMERICAN AND AFRO-AMERICAN ASPECTS.
Belding, Nanceye and others, Minnesota University, Training Center for Community Programs, Minneapolis, 1969, 54p.

In the fall of 1968, the University of Minnesota Center for Curriculum Studies funded a program for New Careerists operating as Cultural Education Specialists whose function was to cooperate with faculty members on an equal-status basis.

Criteria for selection were a minority or poverty background, sympathy with minority communities, and ability to communicate and articulate ideas to students. Functions of the Specialists included modification of the curriculum, organization of class materials, participation in discussions with students both in and out of class, and presentation of lectures. Specialists were used in 2 cultural-related education courses, a dentistry course concerning effects of environment upon dental hygiene, a community live-in project for social work students, a sociology course on crime and delinquency, and courses dealing with Indian history, art, literature and music. This evaluation report relates research findings from the 1968 fall-quarter pilot program to experiences of the winter and spring quarters; it also suggests tentative conclusions regarding the project and provides suggestions concerning the possible future of the project. Appendices provide details about the research format, questionnaires and interview schedules, and certain findings in tabular form. (JH)

ED 035 471 MF - $0.75, HC - $9.60

THAT THESE PEOPLE MAY LIVE: CONDITIONS AMONG THE OGLALA SIOUX OF THE PINE RIDGE RESERVATION. (HECHEL LENA OYATE KIN NIPI KTE.)
Maynard, Eileen and Gayla Twiss, Pine Ridge Community Mental Health Program, South Dakota, 1969, 190p.

A picture of the present conditions of the Oglala Sioux Indian tribe is offered in an effort to provide insight into how to improve the life and spirit of this tribe of the northern plains. Socioeconomic characteristics and socio-psychological problems are utilized in describing the conditions. Information on their history and traditional culture is also included. Data for this report were gathered from the Baseline Data Study and other research conducted by Community Mental Health Program staff. Demographic information, history, economic factors, education, health and medical facilities, social organization, and mental and social disorders are included in the discussion. Remedies are suggested for the deficiencies found by the research. (SW)

ED 035 474 MF - $0.50, HC - $3.85

TO OUR INDIAN YOUTH - GENERATION WITH A FUTURE.
Seneca Nation Educational Foundation, Salamanca, New York, 1968, 75p.

The Seneca Nation Educational Foundation has compiled this document for the Indian youth of New York State who will graduate from high school in the next few years. Information

relating to their future occupational and educational opportunities, such as lists of schools and scholarships of specific interest to Indian youth, is presented. Programs for work preparation, as well as curricula offered by New York State colleges, are discussed. Trends developing in regard to employment opportunities and practices are examined. (DB)

ED 035 477 MF - $1.00, HC NOT AVAILABLE

VARIABLES INFLUENCING BEHAVIOR IN INDIGENOUS NON-WESTERN CULTURES. FINAL PROGRESS REPORT.
Jones, J.A., Arizona State University, Department of Anthropology, Tempe, 1968, 219p.

A 5-year study was conducted to determine cultural behavior factors affecting community development. The site was a 40-acre tract within the community of Guadalupe, Arizona, and the principal subjects were 79 Yaqui Indian families. Thirty-three other Indian families (non-Yaqui) and 13 Mexican American families also resided in the tract, producing observable cultural interactions. Experimentation was initiated through the Yaqui religious hierarchy, this being their only functional leadership structure. Principles of operant psychology and applied and cultural anthropology were utilized. Areas of development selected by the residents were recreation, adult education, and house construction. The Yaqui showed increased interest in community development, and 2 of the men exhibited significant leadership ability. Major factors affecting the work were a lack of leadership structure outside of their religion, cultural differences between participants, a reluctance to accept outside assistance, and a lack of motivation. (Not available in hard copy due to marginal legibility of original document.) (BD)

ED 035 482 MF - $0.50, HC - $3.10

THE INDIAN RELIEF RECIPIENT IN MINNEAPOLIS: AN EXPLORATORY STUDY.
Drilling, Laverne and others, Minnesota University, Training Center for Community Programs, Minneapolis, 1969, 60p.

Statistical sources for this exploratory study on the Indian relief recipient were "Indians in Minneapolis," "Indian Employment in Minneapolis," and a complete list of all Indian welfare recipients during March of 1969. The sources indicated that a disproportionate number of Minneapolis Indians were already on the city's relief records and that the Indian caseload would be growing more rapidly than any other ethnic caseload. Among the factors of individual Indian welfare

recipients studied to isolate problem areas were sex distribution, age distribution, marital status, education, age distribution by sex, marital status by sex, and active military duty of males. A comparison was made of high-school graduates as opposed to non-high-school graduates, relief recipients only, as related to year of first application for relief. There was some encouraging evidence that a high-school education is of use to the urban Indian since the Indian non-graduate needs assistance sooner and for a longer time. Other conclusions are listed, and recommendations are made. Findings of the agency personnel survey, designed to define problem areas as seen by agency personnel, are presented. A map depicting Indian relief clients per census tract is included. The document is appended with numerous tables relating to the factors studied. (CM/GC)

ED 035 483 MF - $0.50, HC - $3.40

THE ROLE OF CHANGING WOMAN AND THE TWINS IN THE NAVAJO ORIGIN MYTH. AN EFFORT TO CORRELATE NAVAJO LEGENDS WITH THE PRESENT NAVAJO CULTURE AND EDUCATIONAL NEEDS.
Mecham, Edward M., 1969, 66p.

The Navajo origin myth is discussed by comparing recorded versions of the story of Changing Woman and the Twins. The myth clarifies the significance of many present-day tribal ceremonies and customs and provides a basis for the traditional upbringing of the Navajo child. The Navajo defines wrong as "that which produces disharmony within society," and the basic precepts and injunctions against wrongdoing are contained in the mythology. Use of Navajo legends as instructional material promotes interest and motivation for learning in the Navajo child, just as an appreciation of Navajo mythology by the educator increases understanding of, and rapport with, his students. (JH)

ED 035 484 MF - $0.25, HC - $2.35

ANALYTICAL BIBLIOGRAPHY OF NAVAJO READING MATERIALS, NAVAJO READING STUDY, PROGRESS REPORT NO. 3.
Spolsky, Bernard and others, New Mexico University, Albuquerque, 1969, 45p.

English and Navajo language materials are described in this bibliography of reading materials primarily for elementary school students. The English language materials were developed to teach Navajo children about their own culture and could be used to form the base for a curriculum in English for Navajo students. The Navajo language materials were developed as part of a literacy program for Navajos in their native language. Ordering information and an author index are provided. (JH)

ED 035 487 MF - $1.00, HC NOT AVAILABLE

WORKSHOP IN CROSS-CULTURAL EDUCATION. SUMMARY REPORT AND PROJECT EVALUATION.
ABT Associates, Incorporated, Cambridge, Massachusetts, 1969, 228p.

In June of 1969, a workshop in cross-cultural education was held at Stewart Indian School in Carson City, Nevada, for 331 educators of Indian children. Roles were reversed: most professional participants lived as students in a boarding school situation, and over half of the instructors were Indian high school students or recent graduates. The workshop curriculum included courses in Indian language, Indian culture, and teenage culture based on the assumption that pupil-teacher affective communication is the most important teacher-related variable in BIA schools. Two semantic differentials administered on the first and last days of the workshop relating to "How I See Indian Students"and "How I See Myself" indicated a positive change in participants' attitudes as a result of the workshop. This report describes the workshop planning and implementation and provides overall statistical breakdowns of participants' biographical characteristics and participants' workshop evaluations. Various appendices include course outlines, research findings, recommendations, and lists of staff and participants. (Not available in hard copy due to marginal legibility of original document.) (JH)

ED 035 488 MF - $1.00, HC - $12.25

PHILLIP AND HIS FAMILY.
Shiprock Independent School District Number 22, New Mexico, 1968, 243p.

A teaching guide, developed for an oral English program for non-English-speaking children, uses the familiar social setting of the Navajo Indian child as a basis for instruction. Pictures are used for conversation and vocabulary development and for helping the child develop his self-concept by presenting experiences with which he can identify. The guide employs 4 basic steps in teaching oral English: presentation, imitation, repetition, and substitution. Objectives, vocabulary, and basic sentence structures are presented for each unit. Teaching procedures and related activities are described in each lesson within the unit. A bibliography of suggested enrichment materials is included. (JH)

ED 035 494 MF - $0.25, HC NOT AVAILABLE

LANGUAGE GAMES IN THE YAKIMA VALLEY. FINAL REPORT.
Crawford, Jack and others, Center for the Study of Migrant and Indian Education, Toppenish, Washington, 1969, 19p.

English language development is a major educational problem of children of migrant agricultural workers and of native Indians. A program is described which utilized Teaching Research Language Development materials so they could be taught by teacher aides. The materials, commonly known as "Language Games," were structured in order that the children participating could help to teach one another. By 16 weeks, based on an average of 15 minutes per day, 4 times per week, significant increases in learning performances were noted, and continued use of games is expected to result in even more effective increases in language expression. The process of choosing children and teacher aides to participate in the program is described. The intensive training program with aides working directly with children is reviewed. Methods of program evaluation are also discussed. (Not available in hard copy due to marginal legibility of original document.) (SW)

ED 035 495 MF - $0.25, HC - $1.20

DOES YOUR CHILD HAVE A FUTURE?
Begay, Blanche Bizahaloni, Northern Arizona University, Department of Home Economics, Flagstaff, 1967, 22p.

In an attempt to encourage school attendance of Navajo children at an early age, this booklet was prepared to improve the attitudes of many Navajo parents toward education. Objectives of the booklet are to motivate parents to send children to school at age 6; to inform parents of possible disadvantages of age-retarded beginning students; to improve lines of communication between the school and parents; and to present a pleasant but realistic picture of school. Pictures of school-related activities are accompanied by textual material in both English and Navajo languages. (JH)

ED 035 502 MF - $0.50, HC - $4.30

PROCEEDINGS OF A SYMPOSIUM ON THE EDUCATIONAL PROCESS AND SOCIAL CHANGE IN A SPECIALIZED ENVIRONMENTAL MILIEU.
Alberta University, Boreal Institute, Edmonton, 1968, 84p.

Four papers examine theoretical and practical aspects of educational problems found in the northern regions of the world, the two major problems being that vast distances separate the small communities and that there are great differences between living patterns of native inhabitants and those patterns demanded by modern society. "The Role and Impact of the Educational Program in the Process of Change in Canadian Eskimo Communities" describes some basic changes in Canadian Eskimo social patterns. "The Influence of the School on Acculturation with Special Reference to Greenland" considers

4 aspects of the school system in dealing with acculturation significance of socialization of children. "Educational Process and Social Change in the Northern Environment" points out that recent findings in the behavioral sciences might be brought to bear on the educational process in northern regions. "Educational Potential of Northern Canadian Native Pupils" outlines a model of the nature and development of intellectual abilities, presents evidence of general intellectual potential and differential abilities of Eskimo and Indian-Metis pupils, and considers 6 psychological influences likely to affect development of various cognitive abilities in different cultures. (SW)

ED 036 351 MF - $0.25, HC - $1.10

INDIAN EDUCATION IN NEW YORK STATE.
State University of New York, State Educational Department, Albany, 1969, 20p.

The development of Indian education in the State of New York is traced starting with the state assuming responsibility for Indian education in 1846 and ending with the 1968-69 school year. Initial provisions for Indian children are presented with cost and enrollment figures. Key legislation is produced, and the various administrative personnel are named as each major advance is considered. Statistical tables on enrollment, state expenditures for Indian education, and student aid to Indian youth are included. The report concludes with recommendations regarding the administrative centralization of Indian education at the state level. (BD)

ED 036 352 MF - $0.25, HC - $1.60

THE TAHOLAH COMMUNITY SCHOOL. REPORT AND RECOMMENDATIONS.
Patterson, Harold L., 1967, 30p.

A survey is presented of the existing Taholah School, which is one of the few Indian schools administrated by an Indian board of directors. Numerous specific recommendations and proposals for the future are made. Areas discussed are the conflict and confluence of the Indian culture in the educational system, current curricular and classroom practices, and proposed change processes and program-implementation procedures. The document bibliography presents 27 annotated listings of books and periodicals, published between 1874 and 1967, related to Indian cultural development and educational programs. (DK)

ED 036 369 MF - $0.25, HC - $0.50

"DROPOUT OR GRADUATE? A SYNTHESIS OF THREE STUDIES ON THE DEGREE OF SUCCESS OF AMERICAN INDIAN HIGH SCHOOL STUDENTS IN THE SOUTHWEST."
Bass, Willard P. and Marian J. Tonjes, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1970, 8p.

Three studies, requested by the Bureau of Indian Affairs, were conducted by the Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico, to provide information about the Indian high school student and graduate in the Southwest. These studies--a dropout study, a high school graduate follow-up study, and a 4-year longitudinal study of academic achievement--are synthesized in the document and examine family characteristics, high school student characteristics, post high school experiences of graduates, and opinions of high school graduates. Seven recommendations are offered which are aimed at 2 problem areas: (1) correcting deficiencies in basic communication skills of speaking, listening, reading, and writing (universal problems hindering the Indian student) and (2) improving educational opportunities for Indian students. (SW)

ED 036 370 NOT AVAILABLE FROM EDRS

STEPHANNIE AND THE COYOTE (STEFANII DOO MA'II) IN NAVAJO AND ENGLISH.
Crowder, Jack L., 1969, 28p. Available from Jack L. Crowder, Box 278, Bernalillo, New Mexico 87004 ($1.50).

Intended as a supplementary text or a library book for Navajo children, this book is written both in English and Navajo. Color pictures illustrate each passage in the text. The pictures graphically depict the living conditions of the Navajo people. (TL)

ED 036 378 MF - $0.25, HC - $0.60

TEACH INDIAN STUDENTS TO SUCCEED.
Sando, Joe S., 1969, 10p. This paper was presented at Workshop for Counselors of Indian Students in Johnson-O'Malley Schools in New Mexico (New Mexico State University, Las Cruces).

The project, Pueblo Indian Education Talent Search Project, identifies problems related to Indian success in colleges. These problems, listed in order, are (1) poor communications (speaking, hearing, and writing English);

(2) improper study habits in the first years; (3) lack of orientation to college life; and (4) the minority complex of the invisible minority ethnic group. It is suggested that a community college would be more advantageous for the Indian student than a large university since the emphasis in the smaller school is on meeting the needs of the students and not on research. It is also noted that the heavy emphasis on counseling and guidance provided at the community college is desirable for the Indian student, especially if a counselor with an Indian background can be hired. (DK)

ED 036 383 MF - $0.25, HC - $2.90

NAVAJO PERCEPTION OF ANGLO MEDICINE.
Mico, Paul R., California University, School of Public Health, Berkeley, 1962, 56p.

Understanding how the American Indian perceives the health and medical programs of the Anglo culture is the key to the United States Public Health Service in being able to raise the Indian's level of health to that of the general population. Vast differences between the American Indian, as represented by the Navajo, and the non-Indian are found in language, customs, cultural patterns, health concepts, and social organizations; therefore, overcoming cultural differences as well as increasing health facilities will be necessary. A long-term health education campaign in schools and community is essential before the Navajo individual will be able to perceive Anglo medicine in a manner which will contribute to the maintenance of his own health. (AN)

ED 036 386 MF - $0.25, HC - $1.65

RURAL INDIAN AMERICANS IN POVERTY.
Johnson, Helen W., Department of Agriculture, Economic Research Service, Washington, D.C., 1969, 31p.

It is reported that American Indians in the 1960's lacked material resources and a sense of being a part of the larger society. These problems date back considerably in history and have been influenced by social, economic, and cultural factors. In an effort to point out the poverty conditions of this minority group, information relative to demographic characteristics, family income, education, health conditions, and occupational distribution is presented. Geographic distribution of rural nonreservation Indian groups, case studies in Oklahoma, and the existing dilemma faced by rural Indian youth are considered. A concluding section points out some hopeful developments which are emerging--for example, more Indian youth are enrolled in school each year, and more are going to college or technical school. An appendix contains numerous tables and statistical data. (SW)

ED 036 388 MF - $0.25, HC - $2.50

INDIAN AMERICANS IN DALLAS: MIGRATIONS, MISSION, AND STYLES OF ADAPTATION.
Goodner, James, Minnesota University, Training Center for Community Programs, Minneapolis, 1969, 48p.

The adaptation of American Indians to the urban society of Dallas, Texas, is discussed by a Baptist minister who spent 5 months informally studying the problem. The author cites 3 basic adjustment patterns found to exist. First, there are those Indians who desire to forget their past values and devote all attention toward achieving success by totally adapting to city life. Second, and rarely found, are those Indians who attempt to retain their Indianness while still living in the urban areas. Third, and most prevalent, are those Indians who seek a balance between the concepts of Indianness and urban life. This report discusses the Indians' adaptation problems as they relate to public education, employment experiences, and religious beliefs. (DB)

ED 036 389 MF - $0.75, HC - $6.75

CURRICULUM GUIDELINES FOR THE SKILLS OF ENGLISH, 1969.
Rough Rock Demonstration School, Chinle, Arizona, 1969, 133p.

To improve the Navajo arts and skills, the teachers of Rough Rock Demonstration School developed this compilation of curriculum guidelines. The curricula are for use at preschool, elementary, and secondary levels and include (1) English skills, (2) mathematics, (3) social studies, (4) Navajo language, and (5) science. The curricula are designed to (1) meet the needs of the student, (2) develop critical thinking, (3) state the basic concepts to be learned, and (4) implement various teaching methods which emphasize program flexibility, student involvement, and use of visual aids. Course outlines and unit lesson plans are provided. (AN)

ED 036 391 MF - $0.75, HC - $8.05

TIPS FOR TEACHERS OF THE DISADVANTAGED.
Northeastern State College, Tahlequah, Oklahoma, 1969, 159p.

A variety of teaching materials, developed at an institute for training teachers of disadvantaged youth in rural (predominately Indian) schools, is provided in this handbook designed for teachers of disadvantaged youth. Ideas for bulletin boards are discussed in the first 25 pages of the document, followed by lesson plans (for kindergarten and primary grades, intermediate grades, and junior high) in the

following areas: language arts, reading readiness, spelling, writing, arts and crafts, social studies, local history, mathematics, science, health, music, geography, and miscellaneous areas. (SW)

ED 036 392 MF - $0.25, HC - $1.85

AN ANALYSIS OF ACADEMIC ACHIEVEMENT OF INDIAN HIGH SCHOOL STUDENTS IN FEDERAL AND PUBLIC SCHOOLS. A PROGRESS REPORT.
Bass, Willard P., Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1969, 35p.

A longitudinal study covering the 1967-68 school year, the second year of a 4-year study, compared the academic achievement of Indian high school students according to types of schools (public and Federal), geographic areas (Alaska, Arizona, Nebraska, New Mexico, Oklahoma, South Dakota, and Utah), grade levels (9-12), and sexes. Results of the California Achievement Tests (CAT), California Short Form Test of Mental Maturity (CTMM), a questionnaire, the Semantic Differential test, and the School Interest Inventory were analyzed using analysis of variance and analysis of covariance. Thirty data tables present the findings of the study. A copy of the Semantic Differential test used is appended. (SW)

ED 036 786 MF - $0.75, HC - $9.40

WRITING TO CREATE OURSELVES; A MANUAL FOR TEACHERS OF ENGLISH AND CREATIVE WRITING IN BUREAU OF INDIAN AFFAIRS SECONDARY SCHOOLS. INDIAN EDUCATION CURRICULUM BULLETIN NO. 2.
Allen, T.D. and John Povey, Bureau of Indian Affairs (Department of Interior), Washington, D.C., 1969, 186p.

This guide book, the result of several years' work with Indian young people, offers suggestions and ideas based on the principle that a student's writing improves in direct proportion to the amount of writing he does. To supply enthusiastic motivation is the first essential of all English teaching. Writing can best begin from individual personal experience rather than from the abstraction of an exercise to be corrected. Even students with the most mediocre natural gifts may be encouraged to write better than they otherwise would. The effectiveness of the method described in this guide is that it "makes the Indian or Eskimo student recognize that English can be a vehicle for a much broader area of his experience than he has permitted it to embrace so far." Suggestions for motivating individual student interest, topic selection, writing and rewriting practices are discussed by Terry Allen in

the light of her lifetime of work in American Indian education. The foreword and sections on teaching and writing poetry, by John Povey, are based on his years of interest in discovering African authors and encouraging them to use the English language as a medium of creative expression. (AMM)

ED 037 243 MF - $0.50, HC - $4.75

THE INFLUENCE OF TWO COUNSELING METHODS ON THE PHYSICAL AND VERBAL AGGRESSION OF PRESCHOOL INDIAN CHILDREN. PART OF THE FINAL REPORT ON HEAD START EVALUATION AND RESEARCH: 1968-69 TO THE OFFICE OF ECONOMIC OPPORTUNITY.
Prestwich, Sheldon, Child Development Evaluation and Research Center, Texas University, Austin, 1969, 93p.

The purposes of this study were (1) to investigate the influence of anthropomorphic models as a therapeutic vehicle to help 5-year-old Indian children to appropriately handle, and thereby decrease, physical and verbal aggression, and (2) to investigate the influence of group counseling with Indian mothers as it affects aggression in their preschool children. Subjects in the 8-week study were 30 children randomly assigned to three groups. In Group I, children were placed in a controlled environment with human-feature, life-size dolls. Mothers of Group II met for 90 minutes weekly to see a film and participate in group counseling. The counseling model used was perceptual modification through verbal reinforcement. Group III was the control group. Pre- and post-observations and ratings were made for the subjects on an experimenter-designed instrument which measured quantitative aggression responses. Study results revealed no significant differences in physical, verbal, or total aggression between experimental and control groups before or after treatment. Indian mothers significantly increased verbal output during treatment, but results indicated that this change bore no relationship to children's aggressive behavior at preschool. (DR)

ED 037 257 MF - $0.25, HC NOT AVAILABLE

METIS STUDY TOUR REPORT.
Human Resources Development Authority, Edmonton, Alberta, 1969, 31p.

A 14-day tour by field workers was designed to obtain a minimum of information for purposes of policy making by the Indian Association of Alberta. The principal Metis centers in the Province of Alberta were visited, and interviews were conducted in Edmonton with government and private agencies. Fact and opinion are intermingled throughout this presentation, which points out the serious problems currently affecting the Metis community in Alberta. Observations of the recording

secretaries of the tour are presented on community development programs, culture, education, health, housing, jobs, land, law, Metis attitude, organization, welfare, white attitude, alcoholism, human resources, extension services, cooperative services, human rights, manpower, and rehabilitation. On the basis of 14 days of intense observation and discussion, 22 recommendations were formulated and are presented in the document. The appendix is a brief report presented by a university student relevant to education of Natives at the grade school, high school, and university levels. (Not available in hard copy due to marginal legibility of original document.) (SW)

ED 037 266 MF - $0.25, HC - $1.50

BOOKS FOR TEACHERS AND CHILDREN.
Canadian Department of Indian Affairs and Northern Development, Education Division, Toronto, Ontario, 1970, 28p.

Books and periodicals published between 1951 and 1969 are listed in this 108-item annotated bibliography of materials on general research in education, on programs affecting social change, and on the backgrounds of Indian people of Canada. Materials are grouped under 10 headings: (1) books by and about Indian people, (2) general education, (3) language, (4) English as a second language, (5) reading, (6) poetry, (7) pre-school and kindergarten, (8) the disadvantaged child, (9) miscellaneous, and (10) periodicals. Book prices and periodical subscription rates are provided. In addition, a list of Canadian publishers is appended. (TL)

ED 037 267 MF - $0.25, HC - $0.95

INDIAN LEGENDS OF EASTERN CANADA.
Canadian Department of Indian Affairs and Northern Development, Education Division, Toronto, Ontario, 1969, 17p.

Twenty stories relative to American Indian culture are printed as they were prepared by Indian ladies attending a 4-week summer course for the training of teacher aides. Each participant in the workshop, held at Centennial College in Toronto, was asked to record a story from her home reservation so the stories could be shared with others. The intent was that the legends be used in storytelling time in primary grades when the teacher aides returned to their home schools. It is hoped that this approach will encourage parents and teachers to record more of the folklore of their people for the benefit and enjoyment of children everywhere. (DB)

ED 037 268 MF - $0.25, HC - $1.90

WHO AM I? THE POETRY OF INDIAN CHILDREN.
Canadian Department of Indian Affairs and Northern Development, Education Division, Toronto, Ontario, 1969, 36p.

A booklet of poems written by Indian children in Ontario and Northern Quebec, Canada, is printed for sharing with everyone. The educational background of the contributors ranges from children attending large schools in or near urban areas to children attending 1-room schools in the northern bush. For some of these children, English is the only language; for others, English is a second language. The booklet is divided into four sections covering the following concepts: Who Am I? Where Am I? What Am I? and Why Am I? (DB)

ED 037 276 MF - $0.50, HC - $3.90

BARROW AND KOTZEBUE: AN EXPLORATORY COMPARISON OF ACCULTURATION AND EDUCATION IN TWO LARGE NORTHWESTERN ALASKA VILLAGES.
Hippler, Arthur E., Training Center for Community Programs, Minnesota University, Minneapolis, 1969, 76p.

Following an introductory chapter on the general migration patterns in Alaska, this report concentrates on the towns of Barrow and Kotzebue. These towns are both affected by the migration of Alaskan natives from smaller to larger villages because of better wages, opportunities for more social interaction, and availability of amenities such as the medical and educational services in the larger villages. It is concluded that Barrow, while it is a boom-bust town economically, has enough social services and job opportunities to attract large numbers of migrants; however, neither the job opportunities nor the services are sufficient to meet the needs of the growing population. The problems of Kotzebue are reportedly more severe than those found in Barrow. The in-migration is of such magnitude that housing and sources of employment are quite inadequate, and the swelling of population is a strain on the economy. (DB)

ED 037 277 MF - $0.25, HC - $0.90

INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT. TWENTIETH ANNUAL REPORT (STATISTICAL SECTION).
Kingston, A.W. and E.N. Embertson, Wisconsin State Department of Public Instruction, Madison, 1967, 16p.

This statistical portion of the 1966-1967 annual report on Indian education in the state schools of Wisconsin contains data concerning total enrollment, attendance, number of Indian graduates, expenditures under Johnson-O'Malley contracts, and rate of school taxes. The Indian Education Fund Financial Statement is presented, as well as a statistical breakdown of Indian enrollment by grade and school, days of school taught and average daily Indian membership, lunches served to Indians, and transportation used by Indian students. Related documents are RC 004 163 and RC 004 164. (BD)

ED 037 278 MF - $0.25, HC - $2.30

INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT. TWENTY FIRST ANNUAL REPORT.
Kingston, A.W. and E.N. Embertson, Wisconsin State Department of Public Instruction, Madison, 1968, 44p.

The 1967-1968 annual report of Indian education in the state schools of Wisconsin contains data concerning enrollment, attendance, transfers, dropouts, student lunches for Indians, and transportation. Also presented are the Indian Education Fund Financial Statement and other financial data including Johnson-O'Malley expenditures, broken down by district and by school. A narrative section of the document discusses problems involved with Indian education in Wisconsin and tells what is being done to counteract the problems. Related documents are RC 004 162 and RC 004 164. (BD)

ED 037 279 MF - $0.25, HC - $2.20

INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT. TWENTY SECOND ANNUAL REPORT.
Kingston, A.W. and E.N. Embertson, Wisconsin State Department of Public Instruction, Madison, 1969, 42p.

The 1968-1969 annual report of Indian education in the state schools of Wisconsin contains data concerning enrollment, attendance, transfers, dropouts, school lunch programs, and transportation. Financial statements are included for each of the school districts. A narrative traces the history of Indian education in the state since 1947, when the last federally operated school closed. Increased awareness of shortcomings in education are discussed, and several ongoing remedial and assistance programs already in operation are discussed. The report concludes with a list of 20 items requiring action in order to improve Indian education. Related documents are RC 004 162 and RC 004 163. (BD)

ED 037 280 MF - $0.50, HC - $3.30

A SELECTED AND ANNOTATED BIBLIOGRAPHY ON THE SOCIOLOGY OF ESKIMO EDUCATION.
Carney, R.J. and W.O. Ferguson, Department of Education Foundations, Boreal Institute, Alberta University, Edmonton, 1965, 64p.

Approximately 300 books, journal articles, and papers published between 1877 and 1964 are cited in this partially annotated bibliography. The organization of the bibliography is based on the schema presented by Halsey and Floud in "The Sociology of Education." Major divisions include Sociology of Pre-literate Educational Patterns in Eskimo Society, Sociology of Educational Institutions, Social Aspects of Educability, Ecological Studies, Education and Social Structure, General Background Studies and Sources, and Education in Relation to Sociocultural Change. The document is appended with materials which were used in compiling the bibliography. (DK)

ED 037 288 NOT AVAILABLE FROM EDRS

COYOTE STORIES OF THE NAVAHO PEOPLE.
Roessel, Robert A., Jr. and Dillon Platero (Eds.), Rough Rock Demonstration School, Chinle, Arizona, 1968, 144p. This document is available from the Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona 86503 ($3.50).

Intended as a supplementary reading book for elementary level Navajo children, this book is one of a series being developed by the Navajo Curriculum Center in Rough Rock, Arizona. This volume contains a collection of 14 illustrated coyote stories collected from Navajo storytellers and translated into English. These stories have great significance to the Navajos because they express, enhance, and enforce the morals and norms of Navajo society. A related document is RC 004 177. (TL)

ED 037 289 MF - $0.25, HC - $2.20

GRANDFATHER STORIES OF THE NAVAHOS.
Callaway, Sydney M. and others, Rough Rock Demonstration School, Chinle, Arizona, 1968, 42p.

Intended primarily as a supplementary reading book for upper elementary level Navajo children, this book is 1 of a series being developed by the Navajo Curriculum Center in

Rough Rock, Arizona. The book contains English translations of 11 narratives dealing with Navajo history and culture. After an initial discussion entitled "A Talk with Navajo Students," the stories are divided into 3 categories: mythological narratives, historical accounts, and descriptions of things meaningful in Navajo life. A related document is RC 004 176. (TL)

ED 037 296 MF - $0.25, HC - $1.95

INDIAN EDUCATION IN MINNEAPOLIS: AN INTERIM REPORT.
Harkins, Arthur M. and others, Training Center for Community Programs, Minnesota University, Minneapolis, 1969, 37p.

An increasing population, large families, poverty, lack of orientation to urban living, and high mobility rates are all problems related to the influx of Indians into the Minneapolis area. This interim report presents a broad perspective of the efforts of the public school system, the community action programs, and the University of Minnesota at Minneapolis to meet the rapidly increasing and apparent problems of this minority group. Emphasis has been placed on the involvement of parents and Indian community leaders in the creation of advisory councils and in the leadership of educational efforts. It is noted that the Minneapolis Public Schools have created a position entitled Assistant Director of Urban Affairs and Consultant in Indian Affairs, which is a position for an Indian. Also, the Unviersity of Minnesota has created a Department of Indian Studies. Information is presented on the dropout problems, parental attitudes, proposed program adjustments, and current exemplary programs. (DK)

ED 037 516 MF - $0.25, HC - $0.95

A PRELIMINARY BIBLIOGRAPHY OF SELECTED CHILDREN'S BOOKS ABOUT AMERICAN INDIANS.
Newman, Killian (Ed.), Association of American Indian Affairs, Incorporated, New York, New York, 1969, 17p.

This bibliography lists 63 books selected from a total of over 200 books in print which had been read, reviewed, and recommended in each case by an American Indian. Books are categorized according to the age group for which they are considered suitable; intervals used are ages six to eight, eight to ten, ten to twelve, and twelve to young adult. The listing is designed to help the selection of "reading material which is both authentic and fair" so as to "enable young people to understand and appreciate the life of American Indians as it really was and as it really is." (This list is a preliminary version of a larger bibliography to be published in 1970.) (JM)

ED 037 654 MF - $0.25, HC - $1.70

JOBLESSNESS IN THE ARCTIC: THE ALASKAN PARADOX.
Bland, Laurel L., 1970, 32p.

Alaska is in the paradoxical position of having more jobs available than people, and at the same time maintaining one of the highest unemployment rates in the nation. This report discusses the nature and skills of the unemployed and underemployed, and presents tables of demographic information. While a fair percentage of Alaskan native youth receive some vocational training, the utilization of this training is uncertain. It is believed that young adults (16-30 years of age) comprise the largest percentage of the native population that moves between the villages and the larger communities in a vague search for cash employment. With little awareness of the employment actually available and scant experience with established procedures for finding a job, many of these young people may remain outside the work force. No accurate estimate is available of the number of rural women who should be included in potential work-force estimates. (MF)

ED 038 191 MF - $0.50, HC - $3.95

HEALTH CARE AND EDUCATION. A GUIDE FOR THE MIGRANT SCHOOL NURSE; A RESOURCE IN HEALTH EDUCATION FOR THE MIGRANT SCHOOL TEACHER.
Swanson, Patricia, Migrants, Incorporated, St. Paul, Minnesota, 1969, 77p.

The purpose of this manual is to assist nurses and teachers in providing health care and education for migratory farm workers and their children. Common health beliefs among the Mexican American migrant workers are discussed in order to assist nurses and teachers at being more effective in teaching the migrant about health. Guidelines are presented for making optimum use of planning and organizing time for the Migrants Incorporated 7-week summer programs. The guidelines are separated into 2 sections. The first section is for the Migrant School Nurse and includes discusssion of (1) pre-program planning; (2) preparing for vision, hearing, and dental screening; (3) setting up equipment and supplies; (4) getting the program started; (5) responsibilities of each position; (6) keeping records; and (7) all medical services. The other guidelines section, for the Migrant School Teacher, deals with health instruction as it applies to preschool children in Head Start and children in the elementary grades. The manual is appended with information on available audio-visual aids. (AN)

ED 038 192 NOT AVAILABLE FROM EDRS

A PHYSICAL EDUCATION GUIDE WITH ENGLISH LANGUAGE PRACTICE DRILLS FOR TEACHERS OF NAVAJO KINDERGARTEN AND PRIMARY SCHOOL CHILDREN.
Tefft, Virginia J., 1969, 461p. This document is available from Inter-Library Loan from Library, University of New Mexico, Albuquerque, New Mexico 87103.

Cultural and language barriers, particularly among Indian and Spanish American students, face 40% of New Mexico's school age children. This often forces them to become disadvantaged as they progress through the public schools. The present 1968-69 study has devised guides for teaching physical education while giving second language practice in kindergarten and in primary grades. Teaching approaches motivate the learner toward a process of self-discovery in each activity. Procedures are described for subject selection, devising the guides, field testing the guides, and data collection and evaluation. Eleven teachers in 2 public schools with 275 students, mainly Navajo, field tested the guides for 18 weeks. It was found that, through teaching second language and physical education together, subjects learned to use selected English sentence patterns comfortably and appropriately, and associated language learning with enjoyable activities. It was recommended that the guides be revised, tested, and utilized in an extended 36-week program. The document contains a bibliography, along with a chapter devoted to review of related literature. The guides for teaching physical education simultaneously with English language practice drills are appended. An evaluation of the field study is also presented. (AN)

ED 038 216 MF - $0.25, HC - $0.95

INDIAN SCHOLARSHIP PROGRAM: HIGHER EDUCATION, GUIDANCE SERVICES. ANNUAL REPORT, 1968-69.
Mittelholtz, Erwin F. and Will Antell, Minnesota State Department of Education, St. Paul, 1969, 17p.

The 1968-69 Annual Report on the Minnesota State Indian Scholarship Program is divided into sections: (1) the state law establishing scholarships for Indian students in Minnesota, with a summary of appropriations from 1957 to 1970; (2) a list of members of the Minnesota Indian Scholarship Committee; (3) a summary on state Indian scholarships (higher education and other guidance services); (4) a summary report of Indians graduating from Minnesota high schools between 1967 and 1969; (5) a summary report of Indian students receiving advanced education; and (6) a summary report of Indian scholarship students. In addition, the report contains recommendations for expanded counseling and guidance services and future scholarship assistance for Indian students. (TL)

ED 038 217 MF - $0.25, HC - $1.85

UTILIZATION OF TEACHER AIDES...A PUBLICATION FOR THOSE CONCERNED WITH THE RECRUITMENT, SELECTION, PREPARATION AND UTILIZATION OF TEACHER AIDES.
Center for the Study of Migrant and Indian Education, Toppenish, Washington, 1970, 35p.

In response to area schools' requests, the Center for the Study of Migrant and Indian Education at Washington State College has compiled a set of guidelines for the recruitment, selection, preparation and utilization of teacher aides. The source for the guideline data was a Teacher Aide Training Program initiated in October of 1968, wherein 415 aides were given direct instruction. Specific topics in the guide include (1) rationale for employing teacher aides, (2) goals for teacher-aide training, (3) qualifications for teacher aides, (4) needs of migrant children, (5) cultural differences, and (6) suggested teacher-aide duties. Methods and techniques employed in the program are to be published at a later date. The informal findings indicate that the teacher aide is valuable not only to the teacher but also to the pupil, school, and community. (BD)

ED 038 221 MF - $0.50, HC - $3.15

THE MINORITY EXPERIENCE - A BASIC BIBLIOGRAPHY OF AMERICAN ETHNIC STUDIES.
Caselli, Ron and others (Comps.), Sonoma County Superintendent of Schools, Santa Rosa, California, 1970, 61p.

Approximately 950 books and periodicals published between 1940 and 1969 are cited in this bibliography prepared for teachers and students of American minority ethnic groups. Afro Americans, Mexican Americans, and Native Americans are the 3 groups specifically covered in the bibliography. The titles dealing with each minority group reflect concern for many areas of inquiry. Specific areas of concern are sociology, economics, and psychology. Most citations have been included to provide a historical approach to current problems. (DK)

ED 038 357 MF - $0.50, HC - $5.90

BUREAU OF INDIAN AFFAIRS WORKSHOP '69. FINAL REPORT.
Northern Arizona University, Flagstaff, 1969, 116p.
This document was the entry for the 1970 AACTE Distinguished Achievement Award in Teacher Education.

With the objective of improving communication skills, specific academic skills, and problem-solving ability among teachers of Indians, this workshop organized three major

activity groups: M Groups--mixed level groups for improving communication skills and self perception; I Groups--special interest groups for improving skills in specific academic areas; T Groups--task groups for improving skills in relation to the individual's position and environment. Other activities included demonstration classes, a laboratory school of 40 Indian children divided into two classes, and speeches by consultants on specialized topics. The 566 workshop participants were administrators from Northern Arizona University, Central Washington State College, Utah State University, and the University of South Dakota. Evaluation of behavior change was effected by pre- and posttesting of participants. The participants were also asked to evaluate the workshop's effectiveness. (The report contains a 79-page data section which presents details of the tests and questionnaires.) (RT)

ED 038 461 MF - $0.25, HC - $2.45

COMPENSATORY EDUCATION PROGRAMS; ACTIVITIES IN NEVADA, 1969. ESEA TITLE I.
Nevada State Department of Education, Carson City, 1969, 47p.

This report is comprised of a series of descriptions of compensatory education programs. Programs included provision of: health information, health examinations and follow-up treatment, individualized counseling, bilingual education, and remedial instruction. Special help programs for migrant, orphaned, emotionally disturbed, rural, and reservation Indian children, programs aimed at improving verbal and academic skills, and programs providing individualized instruction along with health services and nutritional services are described. Because the target population comprised many children from isolated areas with negative attitudes toward school, behavior modification techniques were incorporated into many programs to help students adjust to the classroom situation. A heightened sense of self-esteem and increased potential were also emphasized throughout these programs. (KG)

ED 038 637 MF - $0.25, HC - $0.50

THE SOCIOLINGUISTIC DIMENSION OF "DORMITORY-ENGLISH."
Dubin, Fraida, 1970, 8p. This paper was presented at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970.

The sociolinguistic research described here was carried out in connection with the bilingual education program for Navajo children by Consultants in Teaching English (CITE) for the Navajo Agency of the Bureau of Indian Affairs. CITE's first curriculum objective is to encourage children to learn to use three distinct media: the Navajo language; the teacher's English, or "classroom English"; and "dormitory English,"

considered an essential "means of survival for the entering, beginning student among his peer group." A second CITE objective is to teach "detachment" towards the Navajo and English languages, an area in which the teachers' attitudes toward aides and others in the school community who speak "dormitory English" were difficult to evaluate. A special listening test of teachers' reactions was devised and carried out; results showed that degree of linguistic deviation is judged in terms of degree of education, which in turn is linked to two important aspects of the teacher aide relationship: cooperation participation and honesty dependability. Based on the results of the listening test, educational planners will have to consider whether including lessons in the CITE program which single out a variety called "dormitory English" is too high a price to pay in terms of the possible negative effect it may have. (AMM)

ED 039 055 MF - $0.75, HC - $8.75

THE STATUS OF AMERICAN INDIAN EDUCATION. INTERIM REPORT.
Aurbach, Herbert A. and others, Pennsylvania State University, University Park; Office of Education (DHEW), Bureau of Research, Washington, D.C., 1970, 173p.

The National Study of American Indian Education, in its first major publication, brings together information in summary form from a number of sources for the purpose of providing a description of the present state of Indian education. The context of American Indian education is identified in terms of American history, geographical location, educational development, acculturation, and assimilation. The educational responsibility assumed by the Federal Government (most recently through the Bureau of Indian Affairs), Christian missions, and public education systems is discussed. Characteristics of the Indian population in general, Indian students in particular, and teachers of Indian students are presented and compared with national norms. Several of the conclusions reached are that (1) school achievement of American Indian children is substantially below national norms; (2) Indian completion of high school lags behind the national level; and (3) a rapid rise in numbers of Indian students participating in post-high-school educational programs may be expected as the rise in the high school completion rate continues. A bibliography, 23 tables of data, and samples of questionnaires used in the study are appended. (JH)

ED 039 063 MF - $0.50, HC - $6.10

EDUCATION AND IDENTITY CONFLICT AMONG CREE INDIAN YOUTH: A PRELIMINARY REPORT, ANNEX 3.
Wintrob, Ronald M. and Peter S. Sindell, McGill University, Montreal (Quebec), 1968, 120p.

The purpose of this document is to report on the ways in which formal education of Cree Indian youths influences the development of their psychological identities. The sample for the study was comprised of 109 adolescent Cree Indians from the Mistassini and Waswanipi bands located in north central Quebec. These youths attended elementary and high schools in La Tuque, Quebec; Brantford, Ontario; and Sault Ste. Marie, Ontario. It is noted that the socialization patterns of these youths alternate between the traditional Indian way of life and that of modern white society. Evidences are drawn from clinically oriented analysis of the Adolescent Adjustment Interviews and are supplemented by field data and the use of informants. Recommendations from the study deal with diminishing the intensity of identity conflict among Cree youths through (1) encouragement to retain sufficient emotional attachment to traditional values, (2) designing school curricula to validate self-images, and (3) reducing discontinuities in the enculturation of Cree children. (EL)

ED 039 077 MF - $0.25, HC - $0.90

COMMUNITY BACKGROUND REPORTS: ROBESON COUNTY, NORTH CAROLINA, LUMBEE INDIANS, NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 1, FINAL REPORT.
Peck, John Gregory, Chicago University, Illinois; Office of Education (DHEW), Bureau of Research, Washington, D.C., 1969, 16p.

As part of the Final Report of the National Study of American Indian Education, this paper explores and compares the background of the rural Lumbee Indian with the urban Lumbee living in Pembroke, North Carolina. An interpretation for defining the American Indian in the triethnic community is included, as well as a discussion of the economics of Robeson County as related to job availability. A comparison of the city education system of Pembroke and the rural Magnolia School of Robeson County concludes this report. The appendix is a statistical analysis of data on Robeson County gathered from the Robeson County Health Department in December of 1967. (LS)

ED 039 078 MF - $0.25, HC - $0.65

INDIANS AND THEIR EDUCATION IN LOS ANGELES. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES II, NO. I, FINAL REPORT.
Havighurst, Robert J., Chicago University, Illinois; Office of Education (DHEW), Bureau of Research, Washington, D.C., 1970, 11p.

As a part of the National Study of American Indian Education, this report deals with the urbanization of American Indians in the Los Angeles area, where the present Indian

population consists almost entirely of people who have inmigrated within the last 35 years. It is noted that the Bureau of Indian Affairs (BIA), with its relocation program for the Indian families, has assisted 8,000 heads of families or unmarried young adults to locate in the Los Angeles area during the years between 1953 and 1968 (an annual in-migration of about 1,300 per year, including all family members). However, it is reported that perhaps one-third of these in-migrants left the Los Angeles area. Of those remaining, the age distribution reflects a relatively large number of persons between 20 and 30 years old, which is a result of the BIA vocational training and relocation programs. Variables examined in the study include area of residence, tribal affiliation, occupations and socioeconomic status, age distribution, church role, and education. (EL)

ED 039 079 MF - $0.50, HC - $3.35

INDIANS AND THEIR EDUCATION IN CHICAGO, NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES II, NO. 2.
Scott, George D. and others, Chicago University, Illinois; Office of Education (DHEW), Bureau of Research, Washington, D. C., 1969, 65p.

As a part of the National Study of American Indian Education, this report seeks to bring together information concerning the characteristics and problems of American Indians in Chicago. Information in the document is based on interviews and observations of Indians in the community and the schools between August of 1968 and July of 1969. Over 200 school children, 21 teachers, 4 principals, and a random sample of 378 heads of families were interviewed. A modified version of the "Index of Status Characteristics" was employed for each family, yielding socioeconomic data. The study revealed 3 distinct groups among the approximately 10,000 Indian residents in the uptown area of the city: (1) a dispersed middle-class group, who are assimilating into the general middle class; (2) a growing stable working class; and (3) an unstable lower working class group in which most of the city's Indian population falls. A positive correlation was found between educational attainment and socioeconomic position of family and was reflected in the Indian children's school attendance and achievement. (EL)

ED 039 080 MF - $0.25, HC - $0.60

THE EXTENT AND SIGNIFICANCE OF SUICIDE AMONG AMERICAN INDIANS TODAY. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 1, FINAL REPORT.
Havighurst, Robert J., Chicago University, Illinois; Office of Education (DHEW), Bureau of Research, Washington, D.C., 1970, 10p.

As a part of the Final Report of the National Study of American Indian Education, this document presents data related to suicides among Indians. Its purpose is to contribute to a better understanding of the problems of Indians in this society. An overall comparison of Indian and non-Indian suicide rates indicates no difference with reference to ethnicity, but there are significant differences with respect to age and sex. Suicide rates for American Indian males are higher for men under 45 than for American white males; however, for men over 45, the whites have a much higher incidence of suicide. The document states that there is no evidence relating suicide rate to the Indian's kind of schooling, but suicide rate is related to disorganized family life, alcoholism, and loss of friends and relatives by death. It is concluded that the high suicide rate of young Indian men should be taken as a symptom of something wrong in their society and that an improvement in the socio-educational situation of Indians would probably reduce this symptom. (AN)

ED 039 081 MF - $0.25, HC - $1.20

THE PERFORMANCE OF AMERICAN INDIAN CHILDREN ON THE DRAW-A-MAN TEST. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 2, FINAL REPORT.
Levensky, Kay, Chicago University, Illinois; Office of Education (DHEW), Bureau of Research, Washington, D.C., 1970, 22p.

As a part of the National Study of American Indian Education, this document reports on 1700 American Indian primary school children (representing 14 tribal groups and 12 states) who were administered the Goodenough Draw-A-Man Test (DAM) as a measure of mental alertness. A comparison is given of the Indian and white children's scores. It appears that, among Indian children aged 6 to 8.5 years, intelligence quotient as measured by the DAM is definitely above the average for white children of comparable age in the United States. For children aged 8.5 to 13, the Indian children average slightly below white children. It is concluded that if the DAM IQ is taken as a measure of mental alertness, the American Indian children score as well as or better than white American children. The document is appended with a bibliography and tables showing pertinent data. (AN)

ED 039 082 MF - $0.25, HC - $1.65

DESIGN OF THE STUDY. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 1.
Havighurst, Robert J., Chicago University, Illinois; Office of Education (DHEW), Bureau of Research, Washington, D.C., 1970, 31p.

A national fact-finding study on the education of American Indians, with financing under the Basic Research Program of the U. S. Office of Education, resulted from the National Research Conference on Indian Education held at Pennsylvania State University in May of 1967. Indians were involved in planning of the study, and Indian personnel were employed in field work and analysis of data. The 2 basic aspects of the study were an extensive survey to summarize the present status of American Indian education and an intensive field study of educational systems of 25 to 30 communities. In addition, 3 self-studies of educational needs and problems made by Indian communities and data from previous research studies were included. The field study was performed by research teams located in 6 universities and consisted of collecting information on students and schools by observation of the school and its relation to the community and by interviews with students, parents, teachers, and community leaders. Social-psychological questionnaires were also administered to students and teachers. Six series of papers and monographs will result from the study. (JH)

ED 039 217 MF - $0.25, HC - $0.30

THE INDIAN PUPIL IN THE HIGH SCHOOL SPEECH CLASS. Osborn, Lynn R., Speech Association of America, New York, New York, 1967, 4p.

By evaluating the 112 responses to a questionnaire sent to 241 speech teachers in 17 states, an attempt was made to identify the peculiar instructional problems confronting the high school speech teacher in classes composed of both Indian and non-Indian pupils. Teachers cited eight distinct student problem areas, including feelings of social inadequacy, natural shyness and reluctance to speak, poor vocabularies, and monotonal and mumbled delivery, all of which were aggravated by irregular attendance patterns. Seven major approaches were mentioned by teachers as effective solutions, such as encouraging Indian students to "warm up" with group speech activities before individual presentations and developing in students a greater knowledge and self-respect for Indian heritage. Concerning their own classroom effectiveness, teachers pointed to the need for special training in various areas of speech instruction and recommended that a clearinghouse be set up as a source of information exchange. (MF)

PART II: CITATIONS FROM CURRENT INDEX TO JOURNALS IN EDUCATION

EJ 000 621

The Migration and Adaptation of American Indians to Los Angeles. (Condensed from HUMAN ORGANIZATION, Summer 1968.)
Price, John A., JOURNAL OF AMERICAN INDIAN EDUCATION v8 n2, pp 16-25, Jan '69.

*American Indians; *Acculturation; *Social Adjustment; Census Figures; Migration Patterns. (*Pan Indianism; Los Angeles; California.)

EJ 000 982

Cherokee Children and the Teacher. (Third of five articles in a series titled "The Elementary School: Focus on the Culturally Different.")
Dumont, Robert V., Jr., SOCIAL EDUCATION v33 n1, pp 70-2, Jan '69.

*Cultural Differences; *Effective Teaching; *American Indians; *Teacher Characteristics; *Classroom Communication; Elementary Education; Teaching Methods; Teaching Styles; Student Teacher Relationship. (Cherokees.)

EJ 000 988

Training for Cross-Cultural Teaching.
Watson, Guy A., AUDIOVISUAL INSTRUCTION v14 n1, pp 50-4, Jan '69.

*Cross Cultural Training; *Minority Group Children; *Teacher Education; Instructional Materials; American Indians; Mexican Americans; Culturally Disadvantaged; Cultural Factors. (*Southwestern Cooperative Educational Laboratory; Regional Educational Labs.)

EJ 002 180

A Relevant Curriculum for Navajos.
Klein, Garry, SOUTHERN EDUCATION REPORT v4 n8, pp 2-5, Apr '69.

*Instructional Materials; *American Indian Culture; *Curriculum Enrichment; *Cultural Background; *Elementary Education. (Navajo Indians.)

EJ 002 825

Bilingual Education as a Social Force. (Address before the Joint Conventions of the Modern Language Association and the American Council on the Teaching of Foreign Languages, New York, New York, December 28, 1968.)
Yarborough, Ralph W., FOREIGN LANGUAGE ANNALS v2 n3, pp 325-7, Mar '69.

*Bilingual Education; *Federal Programs; *Non English Speaking; *Minority Groups; American Indians; Mexican Americans; Nonstandard Dialects; Language Role; Negroes. (Bilingual Education Act.)

EJ 002 967

The Cultural Dilemma of American Indians.
Misiaszek, Lorraine, SOCIAL EDUCATION v33 n4, pp 438-9, 446, Apr '69.

*American Indians; *Accuituration; *Social Studies; *Elementary Education; Values; Culture Conflict; Student Adjustment; Student Teacher Relationship.

EJ 003 941

Art and Indian Identity. (Article presented at a Seminar on the Role of the Arts in Meeting the Disadvantaged [Santa Fe, New Mexico, November 18, 1960].)
Kiva, Lloyd New, INTEGRATED EDUCATION v7 n3, pp 44-50, May - Jun '69.

*American Indians; *High School Students; *Identification (Psychological); *Cultural Background; *Creative Development; Graphic Arts; Creative Writing; Federal Programs; Disadvantaged Youth. (Institute of American Indian Arts.)

EJ 004 062

Challenge at Many Farms.
Eaton, Jerry, JUNIOR COLLEGE JOURNAL v39 n8, pp 35-8, May '69.

*Junior Colleges; *American Indians; *Navaho; *Ethnic Groups. (*Arizona.)

EJ 005 065

The Significance of Mobility in Early Childhood--Comparison in Two American Indian Cultures.
Misner, William D., HUMAN POTENTIAL v2 n1, pp 15-20, Spr '69.

*Infancy; *Motor Development; *Psychomotor Skills; *Child Development; *American Indian Culture; *Cultural Differences; Neurological Organization; Communication Skills; Child Rearing; Intelligence Quotient; Physical Fitness. (Hopi Indians; Navajo Indians.)

EJ 005 067

Academic Achievement; Review of Recent Research on American Indian Students.
Edington, Everett D., JOURNAL OF AMERICAN INDIAN EDUCATION v8 n3, pp 10-15, May '69.

*American Indians; *Academic Achievement; *Dropout Rate; *High School Graduates; *Disadvantaged Youth; Literature Reviews.

EJ 005 116

"Dare Greatly" -- Rally from the Reservation.
Eaton, Jerry, JOURNAL OF AMERICAN INDIAN EDUCATION v8 n3, pp 1-5, May '69.

*American Indians; *Community Colleges; *College Planning; *Public Support; Adult Leaders. (*Navaho Community College.)

EJ 005 224

Reservations and Tribal Customs, History and Language; Survey -- Opinions of Indian Upward Bound Students.
Graham, Patrick E. and Judson H. Taylor, JOURNAL OF AMERICAN INDIAN EDUCATION v8 n3, pp 19-26, May '69.

*American Indians; *Surveys; *Cultural Differences; *Cultural Factors; *Educational Problems.

EJ 005 307

A Demonstration in In-Service Education.
Fearn, Leif, EDUCATIONAL HORIZONS v47 n3, pp 109-16, Spr '69.

*American Indians; *Exceptional Child Education; *Inservice Programs; *Preschool Education; Paraprofessional School Personnel; Subprofessionals. (*Navaho Indians; Project Headstart.)

EJ 005 623

Statewide Outreach: Desert Booktrails to the Indians.
Farrington, William H., WILSON LIBRARY BULLETIN v43 n9, pp 864-71, May '69.

*Library Services; *American Indians; *Culturally Disadvantaged; Library Facilities. (New Mexico.)

EJ 005 711

Upward Bound's All-Indian Students Fulfill Promise (in Its Third Year).
Gill, George A., JOURNAL OF AMERICAN INDIAN EDUCATION v8 n3, pp 6-9, May '69.

*American Indians; *Objectives; *Program Descriptions; *Summer Programs; College Bound Students. (*Upward Bound Project.)

EJ 005 712

A New Project: Creative Writing in BIA Schools.
JOURNAL OF AMERICAN INDIAN EDUCATION v8 n3, pp 27-9, May '69.

*American Indians; *Creative Writing; *Literature Programs; *English (Second Language); Projects.

EJ 006 037

Fantasy Confession Among Arapaho Indian Children. (Adapted from an MA Thesis submitted to the University of Wyoming, 1966.)
Cocking, Rodney R., JOURNAL OF GENETIC PSYCHOLOGY v114, pp 229-35, Jun '69.

*American Indians; *Child Rearing; *Fantasy; *Cultural Differences; Parent Attitudes; Projective Tests; Sex Differences; Social Relations; Story Telling; Cheating; Moral Values. (Arapaho Indians.)

EJ 006 114

Official Horror Story of Federally-Run Chilocco Indian School.
Weinberg, Meyer (Ed.), INTEGRATED EDUCATION v7 n4, pp 48-51, Jul - Aug '69.

*American Indians; *School Conditions; *School Environment; Discipline; Student Teacher Relationship. (*Chilocco Indian School; Oklahoma.)

EJ 006 575

Temporal Extension and Time Zone Bracketing in Indian Adolescents.
Cottle, Thomas J. and Peter Howard, PERCEPTUAL AND MOTOR SKILLS v28, pp 599-612, Apr '69.

*Time; *Concept Formation; *American Indians; *Adolescents; *Research; Sex Differences; Age; Thought Processes.

EJ 006 795

Navahos Dare Greatly.
Hammersmith, Jerry, NORTHIAN v6 n2, pp 6-9, Spr '69.

*Community Involvement; *American Indians; *Junior Colleges; *Program Descriptions; Administrative Organization. (*Navaho Community College; Rough Rock Demonstration School.)

EJ 006 812

Learning for Living.
Klein, Carroll, NORTHIAN v6 n2, pp 24-5, Spr '69.

*American Indians; *Eskimos; *Program Content; *Industrial Arts; *Creative Activities. (Canada.)

EJ 006 813

Art and the Indian Child.
Jones, Carol, NORTHIAN v6 n3, pp 14-17, Sum '69.

*American Indians; *Cultural Differences; *Art Expression; *Self Concept; Art Activities. (*Canada.)

EJ 006 897

The Indian Drop-Out. (Speech delivered to the Northern Teachers Convention, January 6, 1969.)
Sinclair, Will, NORTHIAN v6 n2, pp 28-30, Spr '69.

*American Indians; *Cultural Differences; *Psychological Needs; *Curriculum Problems; *Dropouts; Acculturation.

EJ 006 898

South America, 1968, Part III.
Renaud, Andre, NORTHIAN v6 n3, pp 2-7, Sum '69.

*American Indians; *Latin American Culture; *Adult Basic Education; *Educational Disadvantagement; Adult Programs; Social Change. (*Bolivia; Promocion Popular; South America.)

EJ 006 899

South America, 1968.
Renuad, Andre, NORTHIAN v6 n1, pp 2-7, Jan '69.

*American Indians; *Educational Problems; *Latin American Culture; *Educational Disadvantagement; *Cultural Factors. (South America; Central America.)

EJ 006 923

The Indian and the PH.D., A Run-Down on a Kind of Education.
Zeeh, Thecla, NORTHIAN v6 n2, pp 18-21, Spr '69.

*American Indians; *Educational Change; *Program Development; *Eskimos; Curriculum Development; Adult Education Programs; Children. (*Canada.)

EJ 007 034

"Oh--This Is for Me".
Sullivan, Norah, NORTHIAN v6 n1, pp 37-8, Jan '69.

*Classroom Environment; *Classroom Techniques; *American Indians; *Learning Motivation; *Teacher Behavior.

EJ 007 206

Educational Theory--Navaho Style.
Hammersmith, Jerry, NORTHIAN v6 n3, pp 8-9, Sum '69.

*American Indians; *Parent Participation; *Community Involvement; *Demonstration Projects; Program Descriptions. (*Rough Rock Demonstration School; Navajos.)

EJ 007 263

Why Learn to Read?
Adamson, Edith, NORTHIAN v6 n1, pp 12-14, Jan '69.

*American Indians; *Library Materials; *Resource Centers; *Reading Development; Library Services. (*Canada.)

EJ 007 572

Wall Painting.
Hill, John C., SCHOOL ARTS MAGAZINE v69 n1, pp 26-7, Sep '69.

*Art Activities; *Painting; Elementary School Students; Art Expression; Student Motivation; American Indians.

EJ 007 617

Fourth-Grade Movie: Lesson in Communication.
Russell, Florence, INSTRUCTOR v79 n1, p141, Aug-Sep '69.

*Film Production; *Student Developed Materials; *Classroom Communication; Student Projects; Grade 4; American Indians; Cultural Exchange.

EJ 007 729

The Indian in American History.
Vogel, Virgil J., SOCIAL EDUCATION v33 n2, pp 200-3, Feb '69.

*American Indian Culture; *American History; *Cultural Factors; Literature; Music; Art; American Indians; Cultural Awareness; Language Enrichment.

EJ 007 852

A Little Bit of Mo Goes a Long Way.
Paskell, Anthony, MONDAY MORNING v3 n9, pp 22-3, May '69.

*American Indians; *Class Activities; Independent Study. (Ojibwa Indians; Canada.)

EJ 008 248

New Experiences with Old Canadians.
Brockman, Mac, MONDAY MORNING v3 n9, pp 18-21, May '69.

*American Indians; *Student Characteristics; Community Characteristics. (Naskapi Indians; Quebec.)

EJ 008 249

Head Start at Alert Bay.
Norcross, Elizabeth, MONDAY MORNING v3 n9, pp 24-5, May '69.

*Kindergarten; *Nursery Schools; *American Indians. (Alert Bay; British Columbia.)

EJ 008 250

The Real People.
Morley, John, MONDAY MORNING v3 n9, pp 25-6, May '69.

*American Indians; *American History; *Race Relations; Caucasian Race. (Committee of Social Action for Indians of the Americas; Canada.)

EJ 008 251

Learning Their Own Language.
Schmidbauer, Eric, MONDAY MORNING v3 n9, p 27, May '69.

*American Indian Languages; *Elementary School Curriculum. (Salish Indians; British Columbia.)

EJ 008 717

Film-Making and Community Development.
Elliott, Amy M., CONTINUOUS LEARNING v8 n4, pp 183-8, Jul - Aug '69.

*Community Development; *Film Production; *Indigenous Personnel; *Volunteers; *American Indians. (Canada.)

EJ 009 543

Bilingual Education for Navajo Students. (Paper presented at 3rd Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.)
Wilson, Robert D., TESOL QUARTERLY v3 n1, pp 65-9, Mar '69.

*Bilingual Education; *English (Second Language); *American Indians; *Curriculum Development; Spiral Curriculum; Cultural Background.

EJ 009 585

ESL Testing on the Navajo Reservation.
Briere, Eugene J., TESOL QUARTERLY v3 n1, pp 71-7, Mar '69.

*English (Second Language); *Language Tests; *American Indians; *Achievement Tests; Diagnostic Tests; Student Placement; Elementary Education.

EJ 009 766

The American Indian (A Stifled Minority).
Welch, W. Bruce, JOURNAL OF NEGRO EDUCATION v38 n3, pp 242-6, Sum '69.

*American Indians; *United States History; *Social Discrimination. (Bureau of Indian Affairs.)

EJ 009 775

Renaissance and Repression: The Oklahoma Cherokee.
Wahrhaftig, Albert L. and Robert K. Thomas, TRANS-ACTION v6 n4, pp 42-8, Feb '69.

*American Indians; *Social Mobility; *Discriminatory Attitudes (Social); *Economic Disadvantagement; Ethnic Status; Intergroup Relations; Racial Attitudes. (*Cherokees; Oklahoma.)

EJ 010 353

Tell It Like It Is.
Overby, H. D., TODAY'S EDUCATION v58 n8, pp 55-6, Nov '69.

*Navaho; *Communication Problems; *Cultural Differences; *Sensitivity Training; *American Indian Culture; Student Teacher Relationship; Student Needs; Interpersonal Relationship.

EJ 010 361

Culture Materials in Schools' Programs for Indian Students.
Bayne, Stephen L., LIBERAL EDUCATION v55 n3, pp 433-40, Oct '69.

*Cultural Awareness; *American Indian Culture; *Relevance (Education); *Teaching Techniques; Curriculum Development; Social Influences.

EJ 010 362

White Rites Versus Indian Rights.
Fisher, A. D., TRANS-ACTION v7 n1, pp 29-33, Nov '69.

*Student Attitudes; *Dropouts; *Academic Achievement; *Acculturation; American Indians; Failure Factors. (*Canadian Indians.)

EJ 010 584

Some New Approaches in Meeting the Occupational Education Needs of the American Indian.
Minear, Leon P., JOURNAL OF AMERICAN INDIAN EDUCATION v9 n1, pp 18-22, Oct '69.

*American Indians; *Educationally Disadvantaged; *Federal Programs; *Unemployment; *Vocational Education; Employment Problems; Instructional Innovation.

EJ 010 756

Cumulative Language Deficit Among Indian Children.
Mickelson, Norma I. and Charles G. Galloway, EXCEPTIONAL CHILDREN v36 n3, pp 187-90, Nov '69.

*Exceptional Child Research; *American Indians; *Language Development; Disadvantaged Youth; Summer Programs; Preschool Programs; Language Patterns. (Canada.)

EJ 010 816

Language Patterns of Indian Children.
Mickelson, Norma I. and Charles G. Galloway, SPECIAL EDUCATION IN CANADA v43 n2, pp 11-13, Feb '69.

*Exceptional Child Research; *Disadvantaged Youth; *Language Patterns; Preschool Children; American Indians; Language Development.

EJ 010 930

Communication for Survival--The COPAN Program.
Sailsbury, Lee H., JOURNAL OF ENGLISH AS A SECOND LANGUAGE v4 n1, pp 25-34, Spr '69.

*Eskimos; *Cross Cultural Training; *Communication Problems; Educational Disadvantagement; Cultural Differences; American Indians, (*Alaska; Aleuts; COPAN; College Orientation Program for Alaskan Natives.)
Description of a program designed to aid the Alaskan native to develop the confidence and competence needed to interact on an equal basis with his non-native peers. Paper presented for the Intercultural Communication Conference sponsored by the National Society for the Study of Communication at the Speech Association of America Convention, Los Angeles, California, December 30, 1967. (FWB)

EJ 011 545

Administration of a TOEFL Test to Sioux Indian High School Students.
Bebeau, Donald E., JOURNAL OF AMERICAN INDIAN EDUCATION v9 n1, pp 7-16, Oct '69.

*American Indians; *English Instruction; *Language Research; *Language Tests; Language Handicaps; Tables (Data). [*Lakota (Language); Michigan Test Battery.]

EJ 011 598

Ralph Nader Comments on Indian Education. (Testimony before Subcommittee of the U.S. Senate.)
INTEGRATED EDUCATION v7 n6, pp 3-13, Nov - Dec '69.

*Educational Discrimination; *Culture Conflict; *Relevance (Education); *Test Results; *American Indians; Community Control; Language Handicaps; Teacher Attitudes. (Bureau of Indian Affairs.)

EJ 011 959

An Educational Program for Adult American Indians.
Pope, Allen, ADULT LEADERSHIP v18 n5, pp 143-4, 156, Nov '69.

*Adult Basic Education; *American Indians; *Family Life Education; *Prevocational Education.
The former director of the Adult Education Center at the University of Montana describes what is, to his knowledge, the only university directed program of its kind. (EB)

EJ 012 509

Anto Wicharti.
Cunningham, William D., LIBRARY JOURNAL v94 n22, 4496-9, Dec 15 '69.

*Library Services; *American Indians; *Library Programs; *State Libraries; Library Planning; State Programs; Institutes (Training Programs); Federal Aid.
A description of library service to Indians in Region VI of the Department of Health, Education and Welfare, which includes Minnesota, South Dakota, North Dakota, Nebraska, Kansas and Iowa. (JB)

EJ 013 243

The Teacher and the Indian Student.
Dozier, Edward P., FREEDOMWAYS v9 n4, pp 328-33, F '69.

*American Indians; *Disadvantaged Youth; *Cultural Differences; *Student Attitudes; *Teacher Education; Cultural Traits; Social Values; Resource Materials; American Indian Languages.

EJ 013 612

New Mexico: Demand But No Dollars.
Koch, James H., COMPACT v3 n6, pp 11-12, Dec '69.

*Kindergarten; *State Federal Support; *Tax Effort; *Early Childhood Education; Dropout Rate; American Indians; Disadvantaged Youth; Summer Programs.
Legislative and education groups in New Mexico should develop approaches for kindergarten programs. (MF)

EJ 013 646

The Indian Languages.
Strong, Augusta, FREEDOMWAYS v9 n4, pp 351-4, F '69.

*American Indian Languages; *Literature Reviews; *Historical Reviews; *Linguistics; Anthropology [Boas (Franz); Powell (JW).]
Appraisal of Boas' "Introduction to Handbook of American Indian Languages"(1911), and Powell's "Indian Linguistic Families of America North of Mexico"(1891), as reissued by University of Nebraska, Lincoln. (AF)

EJ 013 764

American Indians and Mexican Americans: A Selected Bibliography.
Kaiser, Ernest, FREEDOMWAYS v9 n4, pp 298-327, F '69.

*Annotated Bibliographies; *Mexican Americans; *American Indians; *Race Relations; *Disadvantaged Groups; American History; Childrens Books; Literature Reviews; Public Opinion; Economic Development.

EJ 014 361

Time to Redeem an Old Promise. American Indian Education.
Fuchs, Estelle, SATURDAY REVIEW v53 n4, pp 54-7, 74-5, Jan '70.

*American Indians; *Educational Needs; *Educational Environment; *Federal Programs; Minority Groups; English (Second Language). (*Bureau of Indian Affairs; Demonstration in Navaho Education; Navaho Junior College.)
Indian education is discussed as to its quality and problems. The need for providing flexible education programs, with massive Federal funding, that will allow the Indians to be involved in and develop programs best suited for their children is emphasized. (DB)

EJ 014 558

A Wind is Rising.
Richardson, Bernard E., LIBRARY JOURNAL v95 n3, pp 463-7, Feb '70.

*Community Colleges; *Junior College Libraries; *Navaho; *American Indians; Biculturalism; Educational Innovation; Educationally Disadvantaged; Library Services. (*Navajo Community College.)
Abandoning all hope of the Federal Government meeting the ever-increasing need for education, Navajo Indians have established a community college at Many Farms, Arizona, the first and only such institution on a reservation. The library program is described. (EDITOR/JS)

EJ 014 931

Cultural Self-Expression Through English in American Indian Schools.
Povey, John F., FLORIDA FL (FOREIGN LANGUAGE) REPORTER v7 n1, pp 131-2, 164, Spr - Sum '69.

*English (Second Language); *American Indian Culture; *Self Expression; Creative Writing. Important distinctions between English as a foreign and as a second language are also discussed. Appears in "The Florida FL Reporter"- special anthology issue "Linguistic-Cultural Differences and American Education." (AMM)

EJ 014 932

American Indians and the English Language Arts.
Hopkins, Thomas R., FLORIDA FL (FOREIGN LANGUAGE) REPORTER v7 n1, pp 145-6, Spr - Sum '69.

*English (Second Language); *Multilingualism; *Language Role; *American Indians; Bilingual Education; Teacher Education; Educational Programs; Language Arts.(Bureau of Indian Affairs Programs.)
Appears in "The Florida FL Reporter"- special anthology issue "Linguistic-Cultural Differences and American Education." (AMM)

EJ 014 981

Amerindians -- Studying an Important Minority Group.
Hendricks, J. Robert and Thomas H. Metos, INSTRUCTOR v79 n6, pp 98-101, Feb '70.

*American Indians; *Minority Groups; *Teaching Procedures; *Concept Formation.

EJ 014 989

Education "For" American Indians; Threat or Promise?
Tax, Sol and Robert K. Thomas, FLORIDA FL (FOREIGN LANGUAGE) REPORTER v7 n1, pp 15-19, 154, Spr - Sum '69.

*American Indians; *American Indian Culture; *Cultural Isolation; Cross Cultural Training; Literacy Education; English (Second Language); Community Role; Bilingual Education; Culture Contact.
Results of this Carnegie Corporation of New York sponsored research project in literacy training among the Cherokee Indians of eastern Oklahoma indicate that alienation rather than lack of opportunity is the chief difficulty in American Indian education. Appears in "The Florida FL Reporter"-special anthology issue "Linguistic-Cultural Differences and American Education." (FWB)

EJ 015 016

Seminole Girl: The Autobiography of a Young Woman Between Two Worlds.
Garbarino, Merwyn S., TRANS-ACTION v7 n4, pp 40-6, Feb '70.

*American Indians; *Autobiographies; Family Influence; American Indian Culture; Culture Conflict. (*Seminoles.)
A business-college-educated Seminole girl tells about her life on a reservation, her struggles to get an education, and her reasons for forsaking a bank job and returning to the reservation to manage a store. An introductory recapitulation of American Indian history precedes her narrative. (KG)

EJ 015 297

What Rough Rock Demonstrates.
Erickson, Donald A. and Henrietta Schwartz, INTEGRATED EDUCATION v8 n2, pp 21-34, Mar - Apr '70.

*Demonstration Programs; *Experimental Schools; *Community Control; *American Indians; Administrator Attitudes; Teacher Attitudes; Board Administrator Relationship. (*Navaho Reservation; Rough Rock Demonstration School; Rock Point Experimental School.)
Compares Rough Rock Demonstration School with three schools administered by the Bureau of Indian Affairs (B.I.A.) and finds that Rock Point, B.I.A.'s experimental school, has academic and dormitory programs definitely superior to the nationally publicized programs at Rough Rock. (JM)

EJ 015 830

Psycholinguistic Abilities of Papago Indian School Children.
Lombardi, Thomas P., EXCEPTIONAL CHILDREN v36 n7, pp 485-93, Mar '70.

*Exceptional Child Research; *Psycholinguistics; *American Indians; Diagnostic Tests; Auditory Perception; Cultural Factors; School Integration. (Illinois Test of Psycholinguistic Abilities.)

EJ 016 300

Dormitory, Teacher Aides are Big Help in South Dakota.
Wilson, Jim, JOURNAL OF AMERICAN INDIAN EDUCATION v9 n2, pp 3-9, Jan '70.

*Dormitories; *American Indians; *Students; *Need Gratification; Resident Assistants; School Aides; Identification (Psychological); Family School Relationship; Educational Environment. (Sioux.)

EJ 016 301

A Comparison of Student Activity Involvement.
Armstrong, Robert L., JOURNAL OF AMERICAN INDIAN EDUCATION v9 n2, pp 10-15, Jan '70.

*American Indians; *Cocurricular Activities; *Secondary Grades; *Student Organizations; *Student Participation; Evaluation; Questionnaires; Statistical Analysis. (Phoenix Indian High School.) A comparison of student activities in 3 public high schools and in an Indian high school. (AN)

EJ 016 302

Proclamation: To the Great White Father and All His People.
JOURNAL OF AMERICAN INDIAN EDUCATION v9 n2, pp 16-18, Jan '70.

*American Indians; *Cultural Centers; *Ecology; *Vocational Education; Museums; Research and Development Centers; Religious Education; United States History. (*Alcatraz Island; California.)

EJ 016 303

Indian Youth's Attitudes Toward Non-Indian Patterns of Life.
Sheps, Efraim, JOURNAL OF AMERICAN INDIAN EDUCATION v9 n2, pp 19-27, Jan '70.

*American Indian Culture; *Social Attitudes; *Student Attitudes; Acculturation; Family Relationship; Laws; Questionnaires; Residential Centers; Secondary Schools; Sex Differences.

EJ 016 304

Bruce Lists Indian Youth Programs as Top Priority.
Bailey, Clarence W., JOURNAL OF AMERICAN INDIAN EDUCATION v9 n2, p 31, Jan '70.

*American Indians; *Planning Meetings; *Youth Programs; Leadership Training; Physical Recreation Programs; Young Adults. (Bureau of Indian Affairs.)

EJ 016 348

B.E.O.O.P. Plus Learning.
MacDonald, Curtis C., JUNIOR COLLEGE JOURNAL v40 n6, pp 57-8, 60, Mar '70.

*Junior Colleges; *American Indians; *Adult Education Programs. (Oregon.)
The objectives of the basic education and occupational orientation program were to provide undereducated American Indians with basic communication skills, occupational direction, counseling, and economic insights. (MS)

EJ 016 746

The Institute of American Indian Arts: Where Two Cultures Meet in Santa Fe.
Ury, Claude M., AUDIOVISUAL INSTRUCTION v15 n3, pp 78-9, Mar '70.

*Arts Centers; *American Indian Culture; Educational Facilities; Art Activities; Cultural Background; Creative Activities; Educational Programs. (*Institute of American Indian Arts.)

EJ 016 975

Put American Indian Music in the Classroom.
Ballard, Louis W., MUSIC EDUCATORS JOURNAL v56 n7, pp 38-44, Mar '70.

*American Indian Culture; *Music Education.

EJ 017 006

Women in League for Better Education.
Aaron, Chloe, AMERICAN EDUCATION v6 n2, pp 32-3, Mar '70.

*Minority Groups; *Educational Change; *Women; American Indians; Teacher Education; School Role; Vocational Education; Negroes. (*League of Women Voters.)
The efforts of the League of Women Voters to improve educational opportunities for minority groups have produced far better results than the organization's size would seem to justify. (CK)

EJ 017 008

Indian Education--A National Disgrace.
Fischer, George D. and Walter F. Mondale, TODAY'S EDUCATION v59 n3, pp 24-7, Mar '70.

*American Indians; *Educational Problems; *Improvement Programs; *Bilingual Education; *Cultural Differences.

EJ 017 131

Indians and Metis: Canadians Plus or Minus?
Sealey, D. Bruce, ENGLISH QUARTERLY v3 n1, pp 29-35, Spr '70.

*American Indians; *Cultural Differences; *Bilingual Education; *Social Discrimination; Educationally Disadvantaged; School Integration; Elementary Education; English (Second Language). (*Metis; Canada.)
Argues that forcing Canadian Indian children to learn English or French before teaching them their native languages constitutes ethnic discrimination and is linguistically and psychologically detrimental; advocates elementary bilingual education. (RD)

EJ 017 208

Give It Back to the Indians; Education on Reservation and Off.
NORTHIAN v6 n4, pp 6-7, 14, W '70.

*American Indians; *Community Involvement; *Educational Disadvantagement; *Public Schools; Cultural Differences; Federal Government. (*Bureau of Indian Affairs Schools.)
A review of a report prepared under a Carnegie grant to the National Indian Youth Council. Reprinted from "Carnegie Quarterly" v17 n2, Spr 1969. (SW)

EJ 017 307

Moosonee Education Centre.
Westcott, Clare, NORTHIAN v6 n4, pp 22-5, W '70.

*American Indians; *Continuing Education Centers; *Educational Opportunities; *Program Descriptions; *Supplementary Educational Centers; Adult Education; Night Schools; Preschool Programs; Vocational Education. (Canada.)

EJ 017 355

Canada's Native People--Their Rights Have Been Denied.
Lysyk, K., NORTHIAN v6 n4, pp 28-30, W '70.

*American Indians; *Discriminatory Legislation; *Eskimos; *Government Role; Federal Legislation; Legal Responsibility. (*Canada.)
From "Human Relations" Apr - May 1969. (SW)

EJ 018 086

Squatters in Canada's Northland: An Appraisal.
Bucksar, Richard G., NORTHIAN v6 n4, pp 15-21, W '70.

*American Indians; *Community Problems; *Eskimos; *Immigrants; Housing; Living Standards; Social Problems. (*Canada.)
Looks at 3 squatter communities in an attempt to draw upon similarities and differences in squatter communities and the problems which develop. (SW)

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